



## CIEE Toulouse, France

<b>Course name:</b>	French - Beginning I
<b>Course Number:</b>	FREN 1001 TOFR
<b>Program offering Course:</b>	Business and Culture, Language and Culture
<b>Language of instruction:</b>	French
<b>Contact Hours:</b>	60 contact hours per session
<b>US semester Credits:</b>	4
<b>Term:</b>	Fall 2018
<b>Course meeting time:</b>	TBD, 2 hours twice a week
<b>Course meeting place:</b>	Toulouse CIEE Study Center, 11 rue pharaon
<b>Office address:</b>	Toulouse CIEE study center

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### 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**

1. 1 midterm (40%)
2. 1 final exam and class presentation (40%)
3. Attendance and class presentation (20%)

## **Attendance and class participation**

- By signing for this class, students commit themselves to attend every class and participate actively
- In case a student cannot come to class, s/he must inform the professor before the class begins. Illnesses preventing student from attending more than 2 days of classes must be reported by the student to the Resident Director.
- Being late is disruptive for the entire class and will negatively affect class efficiency.

## **Course Outline**

### Sessions 1-2

#### **Course Introduction. Presenting oneself. Language frames for classroom.**

- Communicative objectives:
- Greeting peers
  - Introducing myself to someone.
  - Leaving people in a polite way.
  - Counting.
  - Communicating in class.

- Grammar:
- Alphabet
  - Subject pronouns.
  - Simple –ER ending verbs, present tense.
  - Auxiliary verbs “être/avoir”, present tense.
  - Masculine/feminine.
  - Tonic pronouns “toi” / “vous”.

- Vocabular:
- Numbers up to 69.
  - Language spoken
  - Useful words/expressions for classroom.
  - Supply for classroom.

- Activities:
- Spelling game
  - Counting game
  - Compiling a form

### Sessions 3-4

#### **Asking for identity information. Speaking about time and countries.**



- Communicative objectives: - Asking questions about identity, nationality ...  
- Answering a few questions about oneself (name, nationality, age ...)  
- Asking for/giving hour.  
- Expressing countries/cities you dream to see.  
- Counting.
- Grammar: - Verb “aller” (infinitive and present tense).  
- Definite articles (le, la, les, l’)  
- Singular/Plural  
- « Rêver de + infinitive »  
- Prepositions used with country names.  
- Interrogative adjective « quel ».
- Vocabulary: - Nationality/Country names.  
- Numbers up to 100.  
- Contact information.  
- Hours.
- Activities: - Role game  
- Counting game  
- Editing/Understanding a profile

#### Sessions 5-6

### Speaking about family and relationships, introducing someone.

- Communicative objectives: - Indicating relationships.  
- Introducing someone else.  
- Describing one’s host family.  
- Asking for / giving information about relatives.  
- Indicating possession.
- Grammar: - Indefinite articles (un, une, des).  
- Possessive adjectives (1st and 2nd person).  
- Tonic pronouns.  
- C’est / Il est.  
- Interrogation (intonation / inversion / est-ce que)  
- Interrogative word « qui ».
- Vocabulary: - Family.  
- Numbers up to 100.  
- Relationships.  
- Basic physical and moral description.
- Activities: - Oral presentation.  
- Family tree.  
- Writing caption under pictures.  
- Vocabulary and/or grammar game.  
- Listening / reading family introduction.

#### Sessions 7-8

### Speaking about the familiar environment: pets, farm animals and home.



- Communicative objectives:
- Identifying rooms in a house/apartment.
  - Describing a room (size, function).
  - Speaking about the apartment/house/pet of the host family
  - Asking for / giving information about a place or an animal.
  - Indicating possession.
  - Identifying farm animals and pets.

- Grammar:
- Definite / indefinite articles (le, la, les, l' / un, une, des).
  - Infinitives.
  - Possessive pronouns (complete introduction).
  - Interrogative adjectives « Que » and « quel » (review of quel)
  - Verb « servir » (present tense) : servir à + infinitive
  - C'est pour + infinitive.

- Vocabulary:
- Housing.
  - Numbers up to 100.
  - Farm animals.
  - Pets.

- Activities:
- Oral presentation.
  - Writing a simple real estate ad.
  - Vocabulary and/or grammar game.
  - Listening / reading people speaking about their pets.

#### Sessions 9-10

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

- Communicative objectives:
- Using/understanding usual courtesy phrases.
  - Identifying and describing an object.
  - Asking for information about objects.
  - Asking for a price.
  - Counting.
  - Telling/understanding the function of an object.

- Grammar:
- Demonstrative adjectives.
  - Cela, ça, c'.
  - Agreement name/adjective (number/gender).
  - Il y a / Il n'y a pas
  - Direct and indirect questions (Est-ce que/Qu'est-ce-que...?).
  - Interrogative words « comment », « combien ».

- Vocabulary:
- Furniture.
  - Colors.
  - Clothes.
  - Politeness
  - Numbers (cent, mille...)

- Activities:
- Role games
  - Listening / reading exercises.
  - Creating an ad for an object of your choice.
  - Look for objects/clothes on French websites.

- The post-it on your forehead game.

#### Sessions 11-12

### Expressing and explaining tastes, speaking about sports and cultural activities.

- Communicative objectives:
- Expressing likes/dislikes.
  - Expressing preferences.
  - Explaining preferences (because...).
  - Asking for reason.
  - Expressing passion.

- Grammar:
- Aimer (bien)/adorer/détester + infinitive or name.
  - Préférer + name / infinitive.
  - Interrogative word "pourquoi" + answer « parce que ».
  - Verbs « faire », « lire » and « écrire » (present tense)
  - "Faire de", "jouer à" + sport.
  - Etre passioné(e) de/par + infinitive/name

- Vocabulary:
- Sports.
  - Cultural activity.
  - Tastes.

- Activities:
- Vocabulary and/or grammar games
  - Listening / reading exercises.
  - Creating a brochure about activities to do in Toulouse.

#### Sessions 13-14

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

- Communicative objectives:
- Expressing willingness.
  - Identifying skills
  - Expressing obligation.
  - Giving advices.
  - Asking for/giving/refusing permissions.
  - Expressing abilities.

- Grammar:
- Verb « pouvoir » (present tense) + infinitive
  - Negation.
  - Verb « vouloir » (present tense) + infinitive or name.
  - Verbs « devoir » (present tense) + infinitive
  - Il faut + name or infinitive.
  - Impératif (simple verbs).

- Vocabulary:
- Work.
  - Skills.
  - Obligation.

- Activities:
- Vocabulary and/or grammar games
  - Listening / reading exercises.
  - Creating a brochure about activities to do in Toulouse.



#### Sessions 16-17

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

- Communicative objectives:
- Asking for/understanding directions itineraries.
  - Describing / identifying itineraries
  - Finding ways on Toulouse map.
  - Localizing public places.
  - Indicating transportations

- Grammar:
- Prepositions of movement.
  - Articles contractés (au, aux, du, des)
  - Verbs « venir » and « partir » (present tense)
  - Verbs « prendre » and « descendre » (present tense).
  - Interrogative word « où »

- Vocabulary:
- Transportations.
  - Public places.
  - Directions.

- Activities:
- Localizing places using a map.
  - Role games
  - Listening / reading exercises.
  - Recording an audio-guide of Toulouse.
  - Grammar and / or vocabulary game.

#### Sessions 18-19

### **Planning/recounting vacations. Expressing recent past and future.**

- Communicative objectives:
- Planning holidays.
  - Asking for/understanding information about hotel room.
  - Describing / identifying itineraries
  - Making a booking.
  - Expressing origin and destination.
  - Expressing feelings about a place.
  - Relating holidays

- Grammar:
- Recent past (« venir + de + infinitive »)
  - Futur proche (« aller + infinitive »)
  - Subject pronoun « on » (= nous or generality).
  - Adverbs of intensity (très, vraiment...)
  - Adjective "tout", "tous" ...

- Vocabulary:
- Tourism.
  - Feeling/impression.
  - Basic expression of time (demain, hier, aujourd'hui)

- Activities:
- Role games
  - Listening / reading exercises.
  - Grammar and / or vocabulary game.
  - Writing few sentences on a postcard.

#### Sessions 20-21



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

- Communicative objectives:
- Expressing/understanding quantities.
  - Expressing/understanding needs.
  - Understanding a menu to order in a restaurant.
  - Asking for information to buy products (market)
  - Thanking.

- Grammar:
- Adverbs of quantity.
  - Partitive articles (du, de la, de l', des)
  - Verbs « boire » and « servir » (present tense).
  - Conditionnal (politeness)
  - Preposition « de » and « à »
  - « Avoir besoin de + name or infinitive » (need)

- Vocabulary:
- Food.
  - Useful expressions to order in a restaurant/buy at the market.
  - Quantity.
  - Thanking.

- Activities:
- Vocabulary game (taboo, time's up ...).
  - Role games
  - Listening / reading exercises.
  - Immersion at the market.

Sessions 22-23

### **Speaking about food and traditional/popular celebrations. Cultural differences and comparisons.**

- Communicative objectives:
- Describing a traditional/popular celebration.
  - Explaining/understanding a very basic recipe.
  - Comparing.
  - Expressing differences.
  - Relating experiences.

- Grammar:
- Simple comparison.
  - Prepositions « de » and « à ».
  - Past tense: passé composé (forms and choice of the auxiliary verb)
  - Impératif négatif

- Vocabulary:
- Kitchen tools.
  - Comparison.
  - Celebrations.

- Activities:
- Vocabulary game and/or grammar game.
  - Oral presentation.
  - Listening / reading exercises.
  - Creating a menu/simple recipe.

Sessions 24-25

### **One's habits. Speaking about daily routine.**

- Communicative objectives:
- Expressing daily routines.
  - Asking for/giving information about schedule.



- Identifying days, dates, seasons.
- Expressing frequency.

Grammar: - Adverbs of frequency.  
- Reflexive verbs.  
- Interrogative word "quand"  
- Past tense: passé composé (agreement rules and negation).  
- Time indicators.  
- Alternation present/past tense (présent d'habitude/passé composé).

Vocabulary: - Time (days, date, months and seasons).  
- Habits.  
- Daily activities.

Activities: - Vocabulary and/or grammar game.  
- Role games.  
- Listening / reading exercises.

#### Sessions 26-27

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

#### Suggesting activities.

Communicative objectives: - Describing familiar places in the host city.  
- Making suggestions.  
- Accepting or refusing suggestions.  
- Remembering

Grammar: - Impératif positif (reviewing) and négatif.  
- Conditionnel (suggestion).  
- Review passé composé

Vocabulary: - City.  
- Chronology.

Activities: - Vocabulary and/or grammar game.  
- Writing e-mail to suggest activity.  
- Role games.  
- Listening / reading exercises.

#### Sessions 28-29-30

### Course review and final assessment