



CIEE Toulouse, France

Course name:	French Beginning II
Course Number:	FRENCH 1002 TOFR
Program offering Course:	Business and Culture/Language and Culture
Language of instruction:	French
US semester Credits:	4
Contact Hours:	60 contact hours per session
Term:	Spring 2020

Course Description

The beginning French II course exposes the learner to acquire functional French language knowledge for use in daily interactions. In this course, learners will use grammar point learned previously and then they will go further toward a more accurate use of daily French. The course develops the basics of French grammar (forms and uses of 2 different past and future tenses, some useful prepositions and linking words) and syntax (subject, verb and object). Also, the course helps students learn the speech acts essential to daily life (like expressing instructions, topics of health and relating events).

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 initiate small and simple conversations. Furthermore they should be able to communicate information on very familiar topics using a variety of words, phrases and sentences practiced and memorized in class.

Course Prerequisites

1 college semester of French or equivalent.

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 use in Toulouse. The course will rely on interactions and role plays as well as outdoor activities such as visit of public places or "Photo-Rally" 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.



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. Reviewing: Introducing oneself.

- Introducing oneself
- Spelling
- Counting

Assignment: Writing a dialogue between three people (one introducing the two others who are 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

Speaking about family and friends

- Indicating relationships.
- Indicating/understanding possession.
- Describing a person.

Assignment: Interviewing two people from one's host family and writing a paragraph about them (indirect discourse).

2.2

Speaking about relationships, announcing events.

- Making/understanding an announcement.
- Responding and congratulating.
- Asking news about somebody.

Assignment: writing one paragraph announcement of a family event

Week 3

3.1

Speaking about the city, orienting oneself on a (Toulouse) map.

- Asking for/understanding directions itineraries
- Finding ways on Toulouse map
- Localizing and describing places, cities.

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

3.2

Interacting at the restaurant / market

- Expressing/understanding quantities
- Ordering in a restaurant

Assignment: Writing a dialogue reflecting the interaction between oneself and a waiter/waitress in a restaurant. (asking for information on dishes, prices, etc.).

Week 4



4.1

Food and recipes

- Expressing tastes
- Expressing restriction and preferences

Assignment: write your favorite recipe. Do not forget to convert measurements to French system.

4.2

Cuisine workshop: the session will be devoted to cooking recipes brought by students

Assignment: Prepare class presentation 1

Week 5

5.1

Class presentations 1

Assignment: none

Week 6

6.1

Describing celebrations, festivals, events.

- Speaking about celebration rituals (Christmas...)
- Suggesting gifts.
- Accepting/refusing suggestions.

Assignment: Write an e-mail to invite people to a surprise party for a friend

6.2

Speaking about entertainment.

- Describing one's free time activities
- Exploring possible entertainment events in Toulouse

Assignment: find an entertainment event in Toulouse to present to the rest of the group

Week 7

7.1

Speaking about weather and seasons.

- Speaking about seasons
- Describing the weather and weather perceptions



Assignment: prepare a weather forecast and be ready to present to the rest of the class

7.2

Communicating feelings and perceptions

- Expressing feelings and sensitivity.
- Identifying colors.

Assignment: Creating a mind map about seasons and one's feeling towards them (drawings, colors and words for feeling and perceptions).

Week 8

8.1

Midterm exam Review

8.2

Midterm exam

Week 9

9.1

Health topics. Speaking to the doctor. Part of the body.

- Identifying parts of the body
- Expressing pain

Assignment: write a one paragraph description of a recurrent health issue (you can make it up!)

9.2

Health topics. Speaking to the doctor. Part of the body. (continued)

- Making a doctor's appointment
- Requesting about someone's health
- Describing a health situation in the past

Assignment: Preparing a dialogue reflecting one's interaction with a doctor (specific symptom discussed with specific doctors – set by the teacher) and roleplaying in class.

Week 10

10.1

Remembering. Autobiography.

- Relating habits in the past
- Describing circumstances of an action.

Assignment: write a two-paragraph simple autobiography



10.2

Expressing changes

- Describing unexpected situation changes
- Life steps and chronology markers

Assignment: complete previous autobiography with an event that led to life changes (you can make it up!)

Week 11

11.1

Problems and solutions. Recommendations.

- Explaining problems
- Expressing causes and effects
- Advising

Assignment: Prepare class presentation 2

11.2

Class presentation 2

Week 13

13.1

Future projects

- Making predictions
- Expressing probability or certainty
- Expressing probability or certainty

Assignment: Writing a letter to one's future self (hopes, expectation, fears, etc)

13.3

Making plans

- Making predictions
- Speaking about intentions
- Expressing conditions

Assignment: create a dialogue with one of your classmates in which you discuss a vacation plan for next summer



Week 14

14.1

Science topics. Everyday technology

- Identifying/understanding technology/scientific terms for items we use every day
- Speaking about communication means

Assignment: write a one paragraph description of a technology you use every day

14.2

Science topics. Everyday technology (continued)

- Understanding/writing e-mails
- Identifying/understanding instructions (devices)

Assignment: Imagining an innovating technology/device (drawing and description, instructions for use) in view of a market launch.

Week 15

15.1

Final exam review

15.2

Final exam

Course Materials

Readings and viewings

- Braud, Céline; Calvez, Aurélien, *Edito 1 Niveau A1*, Didier Editors, 2016.
- Cocton Marie-Noëlle, Dupleix Dorothee, 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://lesexpertsfle.com/>, <https://www.leplaisirdapprendre.com/activites-en-ligne/>, <https://www.lepointdufle.net/>, <https://www.francaisfacile.com/>, <https://www.espacefrancais.com/exercices-questionnaires-et-jeux/>