



CIEE Toulouse, France

Course name:	French Intermediate I
Course Number:	FRENCH 2001 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 intermediate French I course exposes learners to develop his/her knowledge of French language in order to speak about himself/herself and others. In this course, learners will extend grammar points studied previously and develop a more personal use of French language. The course covers French time line (from past to future tense) and expression of subjectivity/wishes... (Subjunctive and conditional) some useful prepositions and linking words.

Learning Objectives

By the end of the course, students should be able to handle short social interactions in everyday situations by asking and answering simple questions as well as speak about himself/herself, his/her past and his/her projects.

Course Prerequisites

2 college semesters 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 used in Toulouse. The course will rely on interactions and role plays as well as outdoor activities such as visit of exhibitions or cooking workshop.

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 Policy



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.

- Greeting peers
- Introducing myself to someone
- Leaving people in a polite way
- Speaking about one's family

Assignment: Writing a dialogue between three people (one introducing the two others who are meeting for the first time).

1.2

Schedule and habits

- Expressing habits
- Telling/asking time



- Telling one's daily activities

Assignment: Creating a comic strip about one's morning or evening routine and filming a footage of one's routine.

Week 2

2.1

Schedule and habits (continued)

- Reading a schedule
- Giving one's availabilities

Assignment: create a typical student's schedule in the US to explain difference with a French one

2.2

Home sweet home

- Describing one's place
- Speaking about housework
- Expressing frequency

Assignment: Creating a character (mental characteristics, habits, routine, etc.) to play in a class roleplay about sharing a house (discussing chores, daily life and solving potential conflicts).

Week 3

3.1

Learning a foreign language

- Speaking about one's learning.
- Explaining one's level in French
- Identifying and expressing one's weaknesses and strengths

Assignment: Writing a few pages in one's learning journal → mentioning strategies, experiences, difficulties, misunderstandings related to learning a new language

3.2

Being in a foreign country

- Describing one's experience in a foreign country
- Speaking about knowledge
- Comparing

Assignment: Select one aspect of French culture to write a one-page cultural comparison with your country of origin

Week 4



4.1

What's next? Studies, jobs, past and future

- Describing one's studies and orientation
- Speaking about jobs carried out in the past

Assignment: write a one-page description of the courses you studied last semester

4.2

What's next? Studies, jobs, past and future (continued)

- Describing future study plan
- Describing future job plans
- Writing a French resume and cover letter

Assignment: writing a short resume and cover letter

Week 5

5.1

Job interviews

- asking/answering job interview questions

Assignment: prepare class presentation 1

5.2

Class presentations 1

Assignment: none

Week 6

6.1

Let's watch a movie!

- Describing and summarizing a film
- Speaking about directors and actors
- Expressing tastes

Assignment: Watching a movie (cinema, DVD at home) and writing about one's opinion on it. Presenting the movie to the class.

6.2

Consuming: food and drinks.

- Speaking about food and drinks.
- Ordering in a restaurant.
- Expressing tastes



- Expressing quantities

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

6.3

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

Assignment: Writing a dialogue reflecting the interaction between oneself and a waiter/waitress in a restaurant that involves an incident (the waiter does not bring what you ordered, the food is not warm enough, cooked enough...)

Week 7

7.1

Celebrations: having fun

- Speaking about rituals of celebrations
- Accepting/refusing suggestions
- Suggesting gifts

Assignment: Write an e-mail to invite people to a surprise party for a friend, give details about how you plan to organize the party

7.2

Celebrations: setting up a festival/cultural event

- Creation of a festival/cultural event
- Exploring possible entertainment events in Toulouse

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

Week 8

8.1

Midterm exam Review

8.2

Midterm exam

Week 9

9.1

Music and interviews

- Speaking about music and musical styles
- Expressing tastes and preferences



Assignment: Writing a dialogue about to friends exchanging musical references to enact in class.

9.2

Technology and communication

- Speaking about technology.
- Answering the phone in French.

Assignment: Making plans to go out with one's French friend over the phone.

Week 10

10.1

Science topics. Everyday technology

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

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

10.2

Love and emotions

- Telling a romantic encounter.
- Expressing emotions.
- Speaking about a love relationship.

Assignment: Imagining the first encounter between lovers and writing a paragraph about it.

Week 11

11.1

Medias and news items.

- Understanding/writing articles.
- Understanding news items.
- Expressing causes and effects.

Assignment: Prepare class presentation 2

11.2

Class presentations 2

Assignment: none

Week 12



12.1

Wishes and hopes

- Speaking about future
- Expressing hopes
- Expressing wishes

Assignment: Choosing another student from the class and writing a paragraph about their wishes and hopes.

12.2

Humanitarian commitment and social issues

- Presenting humanitarian projects
- Speaking about commitment
- Expressing goals

Assignment: Imagining an innovative humanitarian association and listing its goals

Week 13

13.1

Humanitarian commitment and social issues (continued)

- Debating on social issues
- Suggesting solutions to fight against inequalities

Assignment: explore local non-profit organizations and be ready to present one to the class

Week 14

14.1

Art and cultural heritage.

- Expressing cultural tastes.
- Relating experiences.
- Describing a piece of art.

Assignment: Choosing an art piece and presenting it (description, context, cultural heritage, etc.).

14.2

Tourism

- Describing touristy places.
- Speaking about one's experience in Toulouse.

Assignment: Writing a paragraph about one's favorite touristy place in Toulouse and including personal pictures.



Week 15

15.1

Final exam review

15.2

Final exam

Course Material

Readings and viewings

- Abou-Samra Myriam, Braud Céline, Brunelle Michèle-Heu, Boulaht Elodie, Perrard Marion, Pinson Cécile, *Edito 2*, Didier Editors, 2016.
- Cocton Marie-Noëlle, Dintilhac Anneline, Dupleix Dorothée, Ripaud Delphine, de Oliveira Anouchka, *Saison 2*, Didier Editors, 2014.
- Hugo, Victor, « Demain dès l'aube », *Les Contemplations*, Editions Hachette, 1847
- Gautier, Théophile. *Le Roman de la Momie, Lectures CLE en français facile Niveau 2/A2, Ebook*, 2017.
- 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/>