



CIEE Toulouse, France

Course name:	French Intermediate II
Course Number:	FRENCH 2002 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.

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. Foreign languages and academics.

- Introducing oneself.
- Relating past experiences.
- Speaking about one's studies.
- Speaking about one's learning process.



- Speaking about academic background.

Written assignment: Write a short text introducing yourself (identity, family, hobbies...)

1.2

Let's eat!

- Speaking about food and drinks.
- Speaking about food habits.

Written assignment: What is your favorite meal? Describe the recipe and explain why you love it!

Week 2

2.1

Nutrition, diets and allergies

- Describing one's diet or allergy
- Healthy food

Assignment: describe your homestay's eating habits to discuss and compare with other students' homestays.

2.2

Housing

- Housing descriptions.
- Relating experiences
- Identifying/expressing temporal relationships

Written assignment: In what kind of house did you live and for how long? What was your favorite home? Can you tell a funny story about it?

Week 3

3.1

Consuming and purchasing

- Speaking about consumption
- Characterizing and comparing

Written assignment: Write a one-paragraph description of your consumption habits. (frequency, type of consumption, of stores...)

3.2

Consuming and purchasing

- Bargaining.
- Complaining.



Assignment: Write an e-mail to complain about a faulty cloth that you just bought.

Week 4

4.1

Applying for a job

- Writing a resume
- Writing a cover letter

Assignment: write a one-page resume

4.2

Doing a job interview

- Asking and answering job-related questions
- Describing professional skills

Assignment: in pair with a classmate prepare an interviewer-interviewee role play for an international position

Week 5

5.1

Science and technology

- Describing an object, a device
- Telling about one's habits with technology

Written assignment: Imagine an object from the future (which doesn't exist yet): what are its name, functions, price, design etc..

5.2

Science and technology (continued)

- Speaking about science.
- Speaking about social networks.

Assignment: prepare class presentation 1

Week 6

6.1

Class presentations 1

Assignment: none



6.2

Environment sustainability

- Debating
- Speaking about ecology
- Expressing future and steps in the future

Written assignment: Find a recent article about an environmental issue in a French newspaper and summarize it for the class.

Week 7

7.1

Emotional issues

- Expressing feelings
- Characterizing
- Giving opinions.
- Expressing doubt and certainty.

Assignment: In small groups, prepare a role game from a given situation, with characters who have very different personalities

7.2

Conditional forms: blaming/reproaching and wishing

- Expressing wishes
- Making hypothesis
- Being polite
- Blaming and reproaching
- Expressing unreal situations

Written assignment: If you win the lottery, what will you do? Write a short text using conditional forms to answer this question.

Week 8

8.1

Midterm exam Review

8.2

Midterm exam

Week 9



9.1

Media and information

- Speaking about media
- Understanding/writing articles and titles
- French media and political parties

Written assignment: What do you think about the informative role of media?

9.2

Media and information (continued)

- Giving opinions
- Speaking about press illustrations

Assignment: select a current news event to present orally to the rest of the class

Week 10

10.1

Being citizens

- Discussing conditions of French citizenship access.
- Expressing restrictions.

Written assignment: What must a citizen do or not do?

10.2

Being citizens

- Giving opinions
- Debating

Assignment: civil society and state: who is in charge? Prepare a list of arguments to use in a class discussion

Week 11

11.1

Solidarity and commitment

- Presenting projects
- Speaking about commitment

Assignment: Find and be prepared to present in class a French/francophone activist song

11.2

Solidarity and commitment (continued)

- Reporting speeches



- Supporting solidarity

Assignment: Prepare class presentation 2

Week 12

12.1

Class presentations 2

Assignment: none

12.2

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.).

Week 13

13.1

Europe

- Identifying European countries
- Speaking about France and its role/position in Europe

Written assignment: What are the main differences you have noticed between American and European cultures?

13.2

Europe

- Identifying/understanding European institutions
- Understanding/discussing European initiatives

Assignment: interview your host family about their views on Europe and French implication in Europe

Week 14

14.1

Clichés

- Speaking about clichés
- Expressing opposition and concession.



Written assignment: "Before coming to France, I thought that...Now, I think that..." : write a text about the impressions/ clichés you had before coming to France, and explain how your mind has changed living here.

14.2

Clichés (continued)

Class debrief on the evolution of your past and current representations of France

Assignment: write a one page letter explaining "your France" to your family/friends back in the US.

Week 15

15.1

Final exam review

15.2

Final exam

Course Materials

Readings and viewings

- Cocton Marie-Noëlle, Cros Isabelle, Dupleix Dorothée, Mraz Caroline, Ripaud Delphine, Saison 3, Didier Editors, 2016
- Delerm Philippe, La Première Gorgée de bière et autres plaisirs minuscules, Gallimard, 1997 - -
- De Saint-Exupéry Antoine, Le petit Prince, Gallimard, 2007
- Various audio and visual supports (songs, video clips, short films, posters, adverts, etc.):<https://www.youtube.com>; <https://www.ina.fr/>; <https://www.20minutes.fr/>; <https://www.francetvinfo.fr/>; <https://leszexpertsfle.com/>; <http://www.allocine.fr/>; <http://www.laboiteverte.fr/>