



## **CIEE Global Institute – Paris**

<b>Course name:</b>	French Language – Beginning II
<b>Course number:</b>	FREN 1002 PAFR
<b>Programs offering course:</b>	Paris Open Campus (Language, Literature and Culture Track)
<b>Language of instruction:</b>	French
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	60
<b>Term:</b>	Spring 2018

### **Course Description**

This course is designed for students with one to two semesters of college-level French, or the equivalent as determined by a placement test. This class reviews and consolidates the fundamentals of grammar (present, past, and future tenses, interrogation and negation, and pronouns) and introduces new elements on this basis (adjectives and adverbs, and irregular verbs). The goal of the class is for students to be able to carry out speech acts essential to daily life and compose simple descriptive, informative texts and simple expressions of opinion. Students should be able to understand a simple face-to-face conversation about practical issues and familiar subjects.

### **Learning Objectives**

At the end of the semester, students will be able to:

- Write a simple but well-constructed text on a familiar topic of general or personal interest
- Describe and recount events in a simple but clear fashion
- Gather and reproduce simple but precise information
- Give an opinion on familiar topics of general or personal interest

### **Course Prerequisites**

Students should:

- Be able to handle simple, everyday conversations
- Know basic verbs in simple tenses
- Know vocabulary for simple, everyday situations
- Be able to ask for information



### **Methods of Instruction**

The structure of each week is as follows:

- Study of verbs for that week: lexical context; basic tenses, interrogative and negative forms
- Grammar points for the unit
- Preparation of thematic vocabulary for practical use
- A written assignment to apply what has been learned during the week

### **Assessment and Final Grade**

Grammar Tests and Exercises	30%
Homework	30%
Final exam	20%
Class Participation	20%

### **Course Requirements**

#### **Grammar Tests and Exercises**

Every week, written exercises allow students to apply newly learned vocabulary and the syntactical uses of words. Grammatical exercises will have the same structure as all the exercises done during the course. They are a good way to check that a grammatical point is understood and known.

#### **Homework**

Like written exercises, weekly homework allows students to apply newly learned vocabulary and the syntactical uses of words. It allows students to check that a grammatical point is understood and known. When homework has to be turned in, no extension can be granted.

**Final Exam:** the four skills (oral and written expression, oral and written comprehension) will be tested. On the final exam, grammatical exercises will have the same structure as all the exercises done during the course.

#### **Class participation**

As part of their work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon participation.



Participation is valued as meaningful contribution in the digital and tangible classroom, utilising the resources and materials presented to students as part of the course. Students receive grades based upon their contributions both in the classroom and in the Canvas course. Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged with the materials where directed.

This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

### **Class Attendance and Punctuality**

Regular class attendance is required throughout the program, and *all unexcused absences will result in a lower participation grade for any affected CIEE course.*

Due to the intensive schedules for Open Campus and Short Term programs, *unexcused absences that constitute more than 10% of the total course sessions will also result in a lower final grade.*

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. *Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement.* Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

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
- satisfactory evidence is provided of a family emergency



Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1	No academic penalty
10 – 20%	2	Reduction of final grade
More than 20%	3 content classes, or 4 language classes	Automatic course failure, and possible expulsion

### Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

#### **Week 1**

##### **Session 1 Introductions**

Introduce yourself : Identity / Home / University and studies / Self-description / Hobby / What you like and don't like.

Pronunciation: focus on vowels.

Verbs: être, avoir, donner, aimer, arriver, habiter, manger, préférer, détester, finir, aller, parler, faire, prendre.

Use of the present tense.

Related vocabulary (mainly presented with pictures): city, school, leisure activities.



## **Week 2      Focus on agreements noun/verb/adjective**

### **Session 2      Ask questions about someone**

Pronunciation: focus on consonants.

Interrogative sentences with: est-ce que / qu'est-ce que / où / quand / qui / comment / pourquoi.

Practice daily life situations with a partner (you meet someone and exchange information).

Revision exercise on present tense as homework.

### **Session 3**

Agreement subject/verb

New verbs : faire, prendre, acheter, vendre, manger, boire.

Interrogative phrases.

Negation: Ne... pas.

Related vocabulary (mainly presented with pictures): fruits, vegetables, food, shops.

Practice daily life situations with a partner (shopping, ordering in a restaurant).

Song : les Cornichons (fill in the blanks)

### **Session 4**

Pronunciation : mute final consonants

Venir de + verbe

Agreement article/noun.

Negation : ne ... pas / ne... jamais / ne... plus / pas encore.

Practice oral comprehension from the book *Focus*.

Vocabulary: the weather.

### **Session 5**

Agreement article/noun/adjective

Verbs, expressions and questions

Possessives

Prepositions of place (country, city, place)

Adjectives

Interrogative sentences: Quel / Quoi

Review exercise on present tense and questions



## Week 3: Making plans

### Session 6

Short dialogue from *Focus Grammar Book*.

Relative pronouns: *qui, que*.

Lexical context: public transportation / hostels and places to stay.

New verbs: acheter / réserver / rentrer / poser des questions / rester / visiter / trouver / chercher / rencontrer / partir / finir / sortir.

[First Exam on present tense and questions.](#)

### Session 7

Grammar: the immediate future

Interrogative sentences. Negative sentences.

Relative pronouns: *qui, que, dont*.

### Session 8

Lexical context: tourism, exploring a new place (the city of Paris, administrative aspects).

Graded homework on present, immediate future, relative pronouns and agreements.

### Session 9

New verbs: voir / explorer / interroger / analyser / s'informer/ lire / écrire / passer un bon-mauvais moment / envoyer / recevoir.

Lexical context : Paris, touristic aspects.

*Pronoms compléments*: le, la, l', les, me, te, nous, vous.

[Short test about immediate future and the relative pronouns qui, que, dont.](#)

## Week 4 Telling in the past

### Session 10

Grammar: Past tense with "avoir" and then with "être"



New verbs: passer, lire, écrire, téléphoner, attendre + verbs followed by the infinitive: pouvoir, devoir, vouloir.

Use of tenses.

Interrogative sentences. Negative sentences.

Verbs with "être" and pronominal verbs (se réveiller, se lever, se laver, se raser, se maquiller, se coucher, s'endormir, se souvenir, se rappeler).

Situations: how to describe your daily activities / what you did yesterday.

### **Session 11**

Lexical context: hier, avant-hier, la semaine dernière, le mois dernier, l'année dernière, il y a (ago), un jour, soudain, ensuite...

Short dialogue from grammar book *Focus*.

### **Session 12**

Tell an anecdote.

Review exercise on the passé composé.

Cultural aspect: the media in France.

### **Session 13**

The use of pronouns with the passé composé ("je l'ai vu").

Vocabulary: art and literature.

Graded homework on past and pronouns.

[Second exam](#).

## **Week 5**

### **Description and habits of the past**

#### **Session 14**

Grammar: the past tense *imparfait*.

The use of tenses.

Interrogative sentences. Negative sentences.

Lexical context: descriptions in the past.

#### **Session 15**

Review of the imparfait.

Pronoms compléments: lui, leur.



### **Session 16**

Common adverbs and their place.

Relative pronouns: *qui, que, dont, où*.

Simple “articulators”.

Review exercise on the imparfait, relative pronouns and *pronoms compléments*.

### **Session 17**

Get information about a major cultural figure, La Fontaine, and present him.

[Short test on imparfait and relative pronouns.](#)

Cultural aspect: the French regions.

## **Week 6**

### **Give an opinion and argue**

#### **Session 18**

Review of *pronoms compléments*: *lui, leur + y, en*.

Common adverbs and their place.

Simple and new articulators.

New verbs: *penser, croire, estimer, comprendre, accepter, trouver* (intéressant, pertinent, ridicule, absurde, stupide..), *se tromper*.

#### **Session 19**

Short dialogue from *Focus* on opinion

Lexical context: adjectives (intéressant, pertinent, ridicule, absurde, stupide...).

Useful sentences: *à mon avis/ selon moi / d’après moi*.

Use this vocabulary about La Fontaine's fable *La Cigale et la fourmi*.

#### **Session 20**

[Final exam](#). Conclusions.

## **Course Materials**

The course syllabus, grammar program and exercises, and methodological recommendations will be made available on Canvas.



*Focus - Grammaire du Français* Hachette (this book will cover blocks 1 to 3, it contains dialogues, exercises, grammar reference, verb tables, audio practice on cd and access to on-line exercises).