



CIEE Toulouse, France

Course title:	French - Intermediate II
Course code:	FREN 2002 TOFR
Programs offering course:	Business and Culture, Toulouse Language and Culture
Language of instruction:	French
U.S. semester credits:	4.00
Contact hours:	60.00
Term:	Fall 2023

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 completing this course, students will:

- Handle short social interactions in everyday situations
- Communicate about self, others and everyday life
- Demonstrate enough control of language to fully understand short, non-complex oral and written communication about familiar topics
- Communicate information and express own thoughts about familiar topics
- Show an increasing awareness of errors and ability to correct oneself

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

1.	Midterm Exam	25%
2.	Final Exam	25%
3.	Class Presentation 1	10%
4.	Class Presentation 2	10%
5.	Class Participation	30%
	TOTAL	100%

Course Requirements

Midterm Exam

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.

Final Exam

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.

Class Presentation 1

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.

Class Presentation 2

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.

Class Participation

Regular participation during the class, attendance and punctuality are essential.

Attendance

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

Academic Integrity

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Weekly Schedule

Week 1

Class: 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...)

Class: 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

Class: 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.

Class: 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

Class: 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...)

Class: 3.2 Consuming and purchasing

- Bargaining.
- Complaining.

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

Week 4

Class: 4.1 Applying for a job

- Writing a resume
- Writing a cover letter

Assignment: write a one-page resume

Class: 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

Class: 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..

Class: 5.2 Science and technology (continued)

- Speaking about science.
- Speaking about social networks.

Assignment: prepare class presentation 1

Week 6

Class: 6.1 Class Presentations 1

Assignment: none

Class: 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

Class: 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

Class: 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

Class: 8.1 Midterm exam Review

Class: 8.2 Midterm Exam

Week 9

Class: 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?

Class: 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

Class: 10.1 Being citizens

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

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

Class: 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

Class: 11.1 Solidarity and commitment

- Presenting projects
- Speaking about commitment

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

Class: 11.2 Solidarity and commitment (continued)

- Reporting speeches
- Supporting solidarity

Assignment: Prepare class presentation 2

Week 12

Class: 12.1 Class Presentations 2

Assignment: none

Class: 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

Class: 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?

Class: 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

Class: 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.

Class: 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

Class: 15.1 Final Exam Review

Class: 15.2 Final Exam

Course Materials

Readings

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

Online Resources

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/>