



FR 401 FRENCH LANGUAGE IN CONTEXT: EMERGING COMPETENT ABROAD
IES Abroad Nantes

DESCRIPTION:

This 3-hour weekly course aims to give students a good knowledge of French grammar, syntax and specific vocabulary so that they can master their oral and written expression as well as their oral and written comprehension. It targets competences at level B2 of the Common European Framework of Reference (CEFR).

CREDITS: 3 hours

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: French

PREREQUISITES:

This course is intended for students who are familiar with the essential mechanisms of the French language and wish to improve both their oral and written comprehension and their oral and written expression.

ADDITIONAL COST: None

METHOD OF PRESENTATION:

The 3 hours of weekly classes are divided as follows:

- Learning and/or deepening of the essential points of the grammar and structures of the language.
- Practical application of the concepts studied with exercises in application, oral and written comprehension, reformulation and discussions.
- Vocabulary enrichment, improved communication skills and quality.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Midterm Exam – 25%
- Final Exam – 25%
- Weekly Assignments (summaries, essays, h5p, scorm, etc.) – 15%
- Field Studies – 10%
- Presentation – 15%
- Participation – 10%

Midterm Exam

The midterm exam is divided into three parts: a grammar section, a vocabulary section and a written expression section. The grammar section includes several exercises to check whether the theoretical contributions are assimilated and whether the learner is able to reuse the concepts in targeted exercises. The vocabulary section aims to evaluate whether learners have memorized the thematic vocabulary words. The written expression section evaluates if the learner is able to reuse all the notions studied in class as well as the thematic vocabulary. It also estimates the learners' ability to formulate an argument in a clear and structured way. For this section, the evaluation grid for written productions of DALF B1 is used (Annex I). Students will have 2 hours to complete the exam.

Final Exam

The final exam consists of the same format as the midterm. Students will have 2 hours to complete the exam.

Weekly Assignments

H5p assignments on Moodle include thematic listening comprehension exercises and the revision of grammatical and syntactic concepts. In-class assignments include tests and text summaries. Weekly assignments must be

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carried out without external help in order to be able to assess the difficulties of each student and to provide remedial support.

Field Studies

Field studies are related to certain themes (e.g. gastronomy, history). Students must either give an oral presentation (approx. 10 minutes) or write an essay.

Oral Presentation

Students will have to choose a subject related to the city of Nantes from a list provided at the beginning of the semester or select a subject of their choice, and validated by the professor. Students can use any form of support for this presentation. The aim of the presentation is to assess students' ability to present a specific topic in a clear and organized way, using specific vocabulary, without resorting to reading. It evaluates skills to explain and illustrate a topic. A summary will be given to students during their presentation and corrected in advance. This exercise is evaluated with the DELF oral presentation evaluation grid (Annex II).

Participation

Active participation of each student is evaluated throughout the semester (speaking out, participating in learning activities or putting concepts into practice).

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Acquire all or part of the skills related to the "Independent Abroad" level defined in the IES Abroad MAP for Language and Intercultural Communication. The correspondence between the key skills, numbers and letters is defined in Annex III.

ATTENDANCE POLICY:

The courses offered by IES Abroad are designed to take advantage of the teacher's unique collaboration, and the lecture/discussion format is the main teaching modality. At the end of the course selection period, classroom attendance is therefore mandatory. Absences can only be excused for valid reasons. It is the students' responsibility to provide proof of these absences, for example a medical certificate. Absences due to travel or visits by friends or family members are not excused. Absences that are not excused for valid reasons will have consequences on your final grade in the course: each non-excused absence will lead to a half letter reduction of the final grade (e. g. B+ will be reduced to B, A to A-) and may also lead to a lower participation grade. Seven absences in a course will result in an "F" for that course. Each examination, test, presentation, research work or other exercise not carried out because of an absence may only be rescheduled in the event of a duly justified medical or family emergency.

CONTENT:

The breakdown is done by theme, not by week. NB: Themes are likely to vary according to current events and students' interests.

Session	Content	Assignments
Session 1	Introduction <i>Grammar:</i> • Time and modes <i>Glossary of Terms:</i> • Chronological indicators	H5p Activities: • Time and modes • Listening comprehension: History of Nantes

	Moodle: • H5p: Time and mode • Padlet: To be in time	Written Comprehension: • Press article
Session 2	Theme 1: History of Nantes Grammar: • The times of the past: the compound past, the imperfect past, the recent past, the more than perfect, the agreements of the past participle, infinitive past Glossary of Terms: • Specific vocabulary • Temporal phrases Moodle: • H5p: The times of the past, Listening comprehension • Padlet: Conjunction to the compound past + exercises, Conjunction to the imperfect + exercises, Combination as perfect as possible + exercises, Agreements of the past participle + exercises, Conjugation to the previous past + exercises • Quizlet: Specific vocabulary	H5p Activities: • Time of the past • Listening comprehension: Anne de Bretagne • Listening comprehension: Nantes at War Written Comprehension: • Authentic documents on the history of Nantes and Anne of Brittany Written Expression: • Write an essay (reuse of the past, chronological indicators, prepositions) based on a biography of Anne de Bretagne
Session 3	Theme 2: The Environment Grammar: • Reuse from the past • The future: choice of times • The expression of cause and consequence • Expression of the hypothesis and condition Glossary of Terms: • Environmental vocabulary Moodle: • H5p: The future, Hypothesis, and condition, Cause and consequence, Listening comprehension • Padlet: Conjugation to the simple future + exercises, Conjugation to the previous future + exercise, Conjugation to the present conditional + exercises, Conjugation to the past conditional + exercises, Expression of the hypothesis and condition, Expression of cause and consequence	H5p Activities: • The future • Hypothesis and condition • Cause and consequence • Listening comprehension Reading Comprehension: • Reading press articles Written Expression: • Write an essay to discuss the environmental situation (re-use of past, future, chronological indicators, cause and consequence, hypothesis and condition)

	• Quizlet: Radicals of irregular verbs in the future, Specific vocabulary of the environment	
Session 4	Theme 3: Education <i>Grammar:</i> • Re-use: chronological indicators, Time of the past, Cause and consequence • Expression of wish • The present and past subjunctive • The expression of the goal • Concession and the opposition <i>Glossary of Terms:</i> • Vocabulary of the world of education <i>Moodle:</i> • H5p: Listening comprehension, Expression of purpose, Expression of concession and opposition • Padlet: Conjugation to the present subjunctive + exercises, Conjugation to the past subjunctive + exercises • Quizlet: specific vocabulary on education and studies	H5p Activities: • The subjunctive • Expression of cause and consequence • Listening comprehension Written Comprehension: • Press articles Written Expression: • Essay on the theme of education
Session 5	Theme 4: Politics and Social Movements <i>Grammar:</i> • Reuse of grammatical concepts previously studied • Emphasis procedures • Simple and compound relative pronouns • Reported speech <i>Glossary of Terms:</i> • Vocabulary of politics and social movements • The logical articulators of speech <i>Moodle:</i> • H5p: Relative pronouns, Listening comprehension: French and politics • Padlet: Adverbs in a way, Reported speech, Exercises on relative pronouns • Quizlet: vocabulary of political life and protest	H5p Activities: • Relative pronouns • Listening comprehension Written Comprehension: • Authentic documents Written Expression: • Write an essay on the theme of politics (reuse of the conditional, indicative and subjunctive)
Session 6	Theme 5: This is France (Internal Stereotypes, Geography, Regional Accents)	H5p Activities: • Comparisons

	<i>Grammar:</i> • The comparison <i>Glossary of Terms:</i> • Familiar vocabulary of physical and moral description <i>Moodle:</i> • H5p: Comparisons, Listening comprehension • Padlet: Exercises on comparison • Quizlet: Specific vocabulary	• Listening comprehension Written Comprehension: • Press articles Written Expression: • Essay on the theme of France
Session 7	Theme 6: Technology and the Impact on Society <i>Grammar:</i> • Passive voice at different times • Reuse of the grammatical structures studied <i>Glossary of Terms:</i> • Specific vocabulary of technology and psychological disorders <i>Moodle:</i> • H5p: Passive voice, Listening comprehension • Quizlet: Technology vocabulary, Mental health vocabulary	H5p Activities: • Relative pronouns H5p Activities: • Passive voice • Listening comprehension Written Comprehension: • Authentic documents Written Expression: • Essay on the theme of technology and society
Session 8	Theme 7: Gastronomy <i>Grammar:</i> • Complementary, indefinite pronouns • Quantity expression • Reuse of goal expression • Gerund and participates present • The imperative <i>Glossary of Terms:</i> • Food Vocabulary Verbs and appreciation adjectives <i>Moodle:</i> • H5p: The imperative, Additional pronouns, Gerund and participates present, Listening comprehension • Padlet: Exercises on additional pronouns, Exercises on the gerund and the present participle • Quizlet: Vocabulary (stores and products, cooking, tastes)	Field Study H5p Activities: • Additional pronouns • Listening comprehension Written Comprehension: • Press articles, book excerpts (Muriel Barbery: a delicacy) Written Expression: • Write an essay on a taste experience
Session 9	Theme 8: What is in Fashion in France (Clothes, Music)	Written Comprehension: • Press articles

	Grammar: • Recreation! Glossary of Terms: • Specific vocabulary of music and fashion Moodle: • H5p: Listening comprehension • Quizlet: Music and fashion vocabulary	Written Expression: • Write the Bio of a French fashion character
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H5p activities, listening comprehension and written expressions are recorded and are part of continuous monitoring.

REQUIRED READINGS:

Theme 1: History of Nantes

- Abed-Denesie, Loïc. « Il y a 100 ans les américains débarquent à Nantes. » *Nantes Passion*, N° 273, May 2017.
- Lange, Pierre Yves « Il y a 75 ans, l'exécution des 50 otages. » *Nantes Passion*, N° 166, October 2016.
- « L'île Feydeau, une exceptionnelle opération d'urbanisme au 18e siècle. » *Nantes Madame*, May 1998
- « Personnages, ces enfants du pays. » *Nantes Madame*, 1999.
- « Symbole de la Bretagne. » Carte Blanche à Philippe Tourault, *Presse Océan*, 21 Jan. 2014

Theme 2: The Environment

- Cozar, Andrés. « Le plastique envahit inexorablement les mers. » *Le Monde*, 14 Feb. 2015.
- Fondation Nicolas Hulot. « 10 fiches pour décrypter le défi climatique. » <http://www.fondation-nature-homme.org/magazine/10-fiches-pour-decrypter-le-defi-climatique>
- Foucart, Stéphane. « Le rôle crucial des pollinisateurs est menacé. » *Le Monde*, 28 & 29 Feb. 2016.
- Garric, Audrey. « Quels sont les pays les plus vulnérables au changement climatique? » *Le Monde*, 30 Oct. 2013. https://www.lemonde.fr/planete/article/2013/10/30/quels-sont-les-pays-les-plus-vulnerables-au-changement-climatique_3505094_3244.html
- Guibert, Christelle. « Déchets Plastiques : tout le monde doit recycler. » *Ouest France*, 20 Feb. 2018.

Theme 3: Education

- Battaglia, Matteo, and Aurélie Collas. « Comment le système éducatif français aggrave les inégalités sociales. » *Le Monde*, 27 Sept. 2016 https://www.lemonde.fr/campus/article/2016/09/27/comment-le-systeme-francais-aggrave-ineluctablement-les-inegalites-scolaires_5003800_4401467.html
- Dautreme, Isabelle. « Ecole de la deuxième chance : quand les décrocheurs retrouvent confiance. » *L'Etudiant*. <https://www.letudiant.fr/lycee/seconde/ecoles-de-la-2e-chance-quand-les-decrocheurs-retrouvent-confiance.html>
- Pitte, Jean Robert. « La réforme du Bac est-elle juste et bonne. » *Le Monde*, 28 & 29 Jan. 2018.
- « Programme Erasmus. » *Le Parisien Etudiant*, 3 Feb. 2011. <http://m.leparisien.fr/etudiant/ecoles/programme-erasmus.html>
- Vaillant, Emmanuel. « Echec scolaire : 7 décrocheurs sur 10 estiment avoir été mal conseillés. » *L'Etudiant*, 18 Sept. 2012. <https://www.letudiant.fr/lycee/terminale/decrochage-scolaire-pourquoi-ils-quittent-l-ecole-sans-diplome-17481/echec-scolaire-les-signes-avant-coueurs-dun-decrochage-18708.html>

Theme 4: Politics and Social Movements

- Diderot, Denis. « Autorité Politique. » *L'encyclopédie*, 1751.

- Dupont, Stéphane. « Les Français réclament un fort renouvellement des pratiques politiques. » *Les Echos*, 18 Jan. 2017. <https://www.lesechos.fr/2017/01/les-francais-reclament-un-fort-renouvellement-des-pratiques-politiques-159326>
- « Les Français et l'égalité des chances. » Ouest France, 17 Jan. 2019. <https://www.ifop.com/publication/les-francais-et-egalite-des-chances/>
- Rioux, Phillipe. « Les gilets Jaunes, un mouvement qui illustre les fractures françaises. » *La dépêche*, 14 Nov. 2018. <https://www.ladepeche.fr/article/2018/11/14/2906274-les-gilets-jaunes-un-mouvement-qui-illustre-les-fractures-francaises.html>

Theme 5: This is France (Internal Stereotypes, Geography, Regional Accents)

- Huston, Nancy. "Douze France" (excerpts), 1999.
- Platt, Polly. "Ils sont fous ces Français" (excerpts), 1997.

Theme 6: Technology and the Impact on Society

- Antoniadis, Dimitri. « Comment les nouvelles technologies bouleversent les relations humaines ». *La Tribune*, 5 Oct. 2016. <https://www.latribune.fr/opinions/tribunes/comment-les-nouvelles-technologies-bouleversent-les-relations-humaines-605189.html>
- Bartczak, Sophie. « Ecrans : une menace pour la santé des enfants ». *Le Point*, 30 Jan. 2018. https://www.lepoint.fr/dossiers/hors-series/le-guide-de-l-enfant-heureux-et-bien-portant/ecrans-une-menace-pour-la-sante-des-enfants-23-01-2018-2189030_3532.php
- Patino, Bruno. « La civilisation du poisson rouge » (extrait) Grasset, 2019.

Theme 7: Gastronomy

- Attali, Jacques. « Histoire de l'alimentation. » (extraits), Fayard, 2019.
- Barbery, Muriel. « Une Gourmandise. » extrait.
- « La France pays de la gastronomie. » Interview de Patrick Rambourg, 20 minutes.fr
- <https://www.20minutes.fr/societe/629715-20101126-societe-la-france-pays-gastronomie-ce-anodin-si-mot-restaurant-typiquement-francais>
- Métreau, Joël. « L'audace des Filles à Fromages. » *Ouest France*, 7 Feb. 2014.

Theme 8: What is in Fashion in France (Clothes, Music)

- « C'est quoi, une chanson française. » L'Express, 5 March 2010. https://www.lexpress.fr/culture/musique/c-est-quoi-une-chanson-francaise_853099.html

RECOMMENDED READINGS:

- Grammar of French, Hachette
- Newspapers
- Press articles and book extracts related to the themes
- Book(s) indicated by the teacher