



FR 101-A: French Language in Context: Novice Abroad Intensive

IES Abroad Paris

DESCRIPTION: This course is designed for students with little or no prior knowledge of the language. This class is built on active grammar and vocabulary practices related to communication skills. This course requires significant class participation and preparation outside of classroom hours.

Research has demonstrated that study abroad can enhance every aspect of language ability. One of the most important general findings of this research is, however, that study abroad is most beneficial for the development of abilities related to social interaction. Students who go abroad can learn to express themselves (but not limited to) in the following ways: making requests, offering apologies or compliments. They may also learn to interpret situations calling upon expressions commonly used by locals. In short, and logically, study abroad has been shown to enhance aspects of communication skills that are most difficult to foster in classroom settings (IES Abroad *MAP for Language and Intercultural Communication*, p. 6).

By the end of the course, the successful student will have built a solid foundation in the following five skills: intercultural communication, reading, writing, listening and speaking to accomplish a variety of everyday needs in the host culture as described in the learning outcomes below and they should be capable of entering the Emerging Independent Abroad level.

CREDITS: 4 credits

INSTRUCTOR: Claire MIQUEL [miquel.claire@orange.fr]

PREREQUISITES: none

METHOD OF PRESENTATION:

The course is based on a communicative student-centered methodology implying a strong and lively interaction between the teacher and the students as well as among students. Students will work individually and in groups in order to acquire and practice (written and orally) new grammatical structures and vocabulary. Homework will be assigned at each session so that the students can practice, and progress.

LANGUAGE OF PRESENTATION: English (at the beginning) and French (constantly)

SCHEDULE: Tuesday 8:45– 10:15 am Thursday 8:45– 10:15 am

LEARNING OUTCOMES:

By the end of the course, students will be able to achieve some of the outcomes for the Novice Abroad level as defined by the *MAP for Language and Intercultural Communication*. The key learning outcomes from the MAP are summarized below:

I. Intercultural Communication

- A. Students will be able to meet simple everyday needs with some confidence using verbal and nonverbal communication, and they will be able to use compensatory strategies when they do not know the word or expression (paraphrasing, repetition, talking around the point, body language, etc.).
- B. Students can recognize some appropriate and inappropriate expressions, topics, and behaviors in the host language.
- C. Students will be able to distinguish between simple representations of formality and informality in the language.
- D. Students will identify some differences between cultural stereotypes and generalizations between the home culture and the host culture.
- E. Students will start to make informed comparisons between their host culture and the home culture.

II. Listening

- A. Students will be able to understand simple statements, requests, descriptions, and questions in specific cultural context relevant to them (interactions with hosts, Center interactions, activities with friends, studying, shopping, transportation, meals).



- B. Students will be able to use context to understand the gist of some spoken language they overhear, including the media, conversations between others, and announcements.

III. Speaking

- A. Students will be able to use simple phrases appropriately and with some confidence in everyday situations with increasing accuracy (home, friends, the IES Abroad Center, the community).
- B. Students will be able to express simple needs by asking questions and get what they need in everyday situations.

IV. Reading

- A. Students will be able to understand simple sentences and deduce meaning from context if it is relevant to their studies.
- B. Students will be able to interpret main ideas in short passages and news headlines if they are relevant to them.

V. Writing

- A. Students will be able to write short texts about concrete topics, such as themselves, their families, their friends, their likes, their dislikes, plans, experiences, and their daily routines.
- B. Students will be able to send simple emails and text messages, fill out some simple forms, and complete short essays on familiar subjects.
- C. Students will be able to write with increased accuracy, although using some native language structures.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Intensive language week: **15 %** (*1/4 oral participation, 1/4 personal investment and completion of homework, 1/2 graded quiz, January 21st*)
- Participation and behavior during the class: **10 %** (*1/2 oral participation, 1/2 personal investment*)
- Completion of homework and quiz: **10 %**
- 2 graded assignments: **20 %** (*grammar, vocabulary, expression, seriousness of work*)
 - N° 1 (given March 4th, due March 6th)**
 - N° 2 (given April 1st, due April 3^d)**
- 1 oral presentation: **15 %** (*1/4 pertinence and clarity of the subject, 1/4 speaking ability, 1/4 seriousness of work, 1/4 quality of vocabulary used*) (**due April 8th, April 10th, April 15th or April 17th**)
- midterm exam: **15 %** (*grammar, vocabulary, oral and written comprehension, written expression*)
Thursday, March 20th
- final exam: **15 %** (*grammar, vocabulary, oral and written comprehension, written expression*)
Thursday, April 24th

IES ATTENDANCE POLICY:

Your academics are a priority, and regular class attendance class is mandatory, respectful, and essential to academic success. Being absent from class will prevent you from maximizing your learning and will negatively affect your participation grade.

Lateness

Please arrive on time for each class meeting. Arriving late for class is disruptive for faculty members and students alike and will prevent you from maximizing your learning.

- 0 to 15 minutes = late
- Over 15 minutes = 1 absence

If you arrive late 3 times, it will be counted as an absence.

Absences

If you must be absent, please email both your professor and the academic team as soon as possible (mfedon@iesabroad.org) and (emaines@iesabroad.org). Absences for medical reasons and/or emergencies will be considered excused, but justification will be required. In this case, we will need:

- a *certificat médical*,
- from a French doctor,



- must be submitted within 24 hours of the absence,
- or proof of upcoming medical appointment.

If you are absent for an exam, presentation, or other graded in-class assignment, you must provide justification for the absence, or you will receive an automatic F.

Our attendance policy allows each student to miss one 3h course and two 1.5h class sessions without it affecting the final grade of the class. Above that, your final grade will be lowered. The following example is for a 1.5h class:

Final grade: A-
1 unexcused absence: A-
2 unexcused absences: A-
3 unexcused absences: B+
4 unexcused absences: B
And so on...

Lastly, an important reminder!

For any and all absences students are required to fill out the **ABSENCE FORM**, which can be found using the following link:

<https://airtable.com/appwRSChoi8XeQUhz/shrkeAL2VXGdy1RH5>

Any documentation FOR AN EXCUSED ABSENCE must be uploaded to this platform.

**CONTENT: 1) INTENSIVE SESSION
2) REGULAR CLASS**

Week	Content	Assignments	Corresponding Learning Outcome(s)
------	---------	-------------	-----------------------------------

Intensive Week Jan. 13 th to Jan. 17 th	1.Functional: politeness; How to get food in the neighborhood ; how to order a meal, how to ask for the bill ; how to give key information about oneself (address, phone number, nationality) 2. Grammatical: structure of a French sentence ; present tense of être, avoir ; basic regular verbs (manger, habiter, travailler...) ; interrogatives : est-ce que, qu'est-ce que, où est-ce que, quand est-ce que ; Simple negation (ne... pas) Singular and plural (un, une, des, le, la, les) ; masculine and feminine (nouns and adjectives) 3.Vocabulary: polite words and how and when to use them; food: bread and cakes ; main dishes, main drinks, fruit, vegetables, main ingredients ; numbers up to 100 ; “je voudrais” + noun / + infinitive ; common adjectives (grand, petit, bon, mauvais, cher etc.) ; 4.Culture: French politeness vs American politeness; smiling or not smiling? cafés, boulangeries; table manners : how to behave in a host family ; how to give a phone number the French way ; Field trip in the neighborhood: discovering shops, open markets, transport system, cultural resources	Homework: learning and feeling comfortable about the vocabulary, exercises about verbs, questions, articles etc.) Graded test (end of orientation, Jan 21st) Graded quiz ending the intensive session (questions, verbs, conjugations, short paragraph about oneself)	I.A., II.B, IIA , IIIA.B IIB II B, IC ID
Week 1, Jan. 21 st & Jan. 23 ^d	1.Functional: spelling a name; giving a understanding time ; making/changing an appointment ; complicated numbers (prices, time, phone numbers) ; how to ask for info in a shop ; getting by at the post office ; politeness : tu vs vous ; 2. Grammatical: c'est vs il y a ; expressing quantities (un peu, beaucoup, un kilo de, un litre de...) ; common irregular verbs (aller, faire, prendre) ; questions (combien, pourquoi, dans quel arrondissement...) 3.Vocabulary: most important cheese; useful idiomatic usage of prendre and faire ; numbers up to 10 000 ; family ; — housing (rooms, furniture)	Giving as much info about oneself as possible homework after each class, all along the year (“tailor-made” exercises about grammar and vocabulary)	II A,B IIIA, B II A, IIIB, V.A

	4.Culture: a French meal vs American meal; food is a cultural topic ; the value and usage of compliments ; body language (common French gestures) ; Field trips to Le Marais, le Quartier latin and Montmartre		I B, IC
Week 2 Jan. 28 th & Jan. 30 th	1.Functional: how to give and understand directions 2.Grammatical: review of all notions seen since the beginning of the class; main space preposition — pouvoir, vouloir, devoir 3. Vocabulary: basic vocabulary for directions (à gauche, à droite...) ; usage of prendre, aller, traverser... ; main vocabulary about the city (streets, avenues, cross-roads...); 4.Culture: European town vs American town (downtown vs centre ville; blocks vs rues); structure of Paris	homework : (“tailor-made” exercises about grammar and vocabulary)	IIA et B III A et B IV A et B I D
Week 3 Feb. 4 th & Feb. 6 th	1.Functional: talking about foreign countries, their monuments, their culture, their assets, their weather 2.Grammatical: space preposition (2) and their usage with country names; usage of “faire” and “il y a” when talking about the weather 3.Vocabulary: names of countries; basic words for weather 4.Culture: discovering Europe, basic geographical notions; main holidays; relationship between French People and other countries	homework : (“tailor-made” exercises about grammar and vocabulary)	IIA et B III A et B IV A et B V. A et B I D

Week 4 Feb. 11 th & Feb. 13 th	1.Functional: how to book a plane/train ticket; asking for schedule ; how to book a hotel room ; 2. Grammatical: usage of “aller” and futur proche (aller + infinitive); mettre, connaître 3.Vocabulary: traveling and sight-seeing (luggage, tickets); vacation and hobbies 4.Culture: European transport system (trains, Pullmans, stations...); why is France the 1 st tourist destination? Impact of tourism in economy and mentality; relationship between French people and their heritage (patrimoine, monuments historiques)	homework: (“tailor-made” exercises about grammar and vocabulary)	IIA et B III A et B IV A et B V B I D
Week 5 Feb. 18 th & Feb. 20 th	1.Functional: how to buy clothes and shoes; how to describe a person 2.Grammatical: possessives 3.Vocabulary: clothing, shoes, fashion 4.Culture: fashion in Paris; elegance, social signs; dress code (in the class, in the family, on the street...)	homework: (“tailor-made” exercises about grammar and vocabulary)	IIA et B III A et B IV A et B V B I D
NO CLASS: Feb. 25th and Feb. 27th (SPRING BREAK)			
Week 6 Mar. 4 th & Mar. 6 th	1.Functional: talking about what happened ; explaining a small daily problem ; 2. Grammatical: passé composé (regular verbs, affirmative, negative) 3.Vocabulary: communication (protesting, negating, accepting, refusing, inviting...) 4.Culture: the importance of the past in the French/European culture: history can be seen everywhere.	1st graded assignment (given Mar 4th, due March 6th) (grammar, vocabulary and written understanding: Reviewing assignment to prepare for the mid-term (grammar: verbs, conjugations, sentences to write ; vocabulary : choose the right word), oral and written understanding ; short essay to write about oneself)	IIA et B III A et B IV A et B V B I D

Week 7 Mar. 11 th & Mar. 13 th	1.Functional: how to converse at a French dinner table; giving simple opinions 2. Grammatical: passé composé (irregular verbs); usage of du, de la, des 3.Vocabulary: main conversational words (agreeing and disagreeing); 4.Culture: notions how to interact with French friends (allowed questions vs taboos); the importance of “culture générale”, of knowledge and interest for literature/cinema/music in the French; the importance of food in conversation	homework: (“tailor-made” exercises about grammar and vocabulary)	IIA et B III A et B IV A et B V.B et C I C et D
Week 8 Mar. 18 th & Mar. 20 th FLE Mid-term: Mar 20th	1.Functional: how to talk about sports, 2. Grammatical: comparison (plus que, moins que, aussi que) ; imperative 3.Vocabulary: body and gestures ; sports and verbs related to them 4.Culture: body language in France (expressing or not emotions) ; are French people active ? Where, why and how?	Homework: (“tailor-made” exercises about grammar and vocabulary) Mid-term exam (grammar: verbs, conjugations, sentences to write ; vocabulary : choose the right word), oral and written understanding ; short essay to write about oneself)	IIA et B III A et B IV A et B V B I D
Week 9 Mar. 25 th & Mar. 27 th	1. Functional: how to talk about daily routine and activities ; 2.Grammatical: reflexive verbs present tense 3.Vocabulary: daily activities (getting ready, getting dressed, house cleaning...) 4.Culture: working women /mothers; share of daily chores with husband ; importance of family (Sunday meals, reunions etc)	homework: (“tailor-made” exercises about grammar and vocabulary)	IIA et B III A et B IV A et B V B I B et D
Week 10 Apr. 1 st & Apr. 3 ^d	1.Functional: expressing agreement and disagreement; criticizing a film or a person 2. Grammatical: passé composé (reflexive verbs) 3.Vocabulary: communication (debating, discussing...) 4.Culture: place of debate in the French culture (in the daily life as well as in politics)	homework: (“tailor-made” exercises about grammar and vocabulary) 2^d graded assignment (given Apr. 1st, due Apr 3^d) (grammar, vocabulary and written understanding)	IIA et B III A et B IV A et B

Week 11 Apr. 8 th & Apr. 10 th	1.Functional: how to talk about people, about their personality and their behavior 2. Grammatical: relatives (qui, que, où) 3.Vocabulary: character and personality 4.Culture: how and when French people express or don't express their emotions	homework: ("tailor-made" exercises about grammar and vocabulary) Oral presentations (all students)	IIA et B III A et B IV A et B V B I D
Week 12 Apr. 15 th & Apr. 17 th	1.Functional: 2.Grammatical: reviewing everything 3.Vocabulary: reviewing 4.Culture:	Reviewing assignment to prepare for the final (grammar: verbs, conjugations, sentences to write ; vocabulary : short essay to write about oneself in future tense) Oral presentations (all students)	
Week 13 Last class Apr. 22 nd FLE Final exam	FLE Final exams date TBD by IES: Apr. 24-25th	- Final exam (grammar : verbs, conjugations, sentences to write ; vocabulary : short essay to write)	

COURSE-RELATED TRIPS:

- Trip to the Latin Quarter: Jan. 15th

REQUIRED COURSE MATERIALS: *Vite et Bien 1 (CD included)*, éditions CLE International, Paris, nouvelle édition revue et augmentée, 2018

RECOMMENDED MATERIALS: *Communication progressive du français, niveau débutant*, (2^d edition), Clé International, Paris, 2013)

BRIEF BIO: *Claire Miquel is a specialist of French as a Foreign Language. She has been teaching in different contexts such as international corporations and international college Programs, including IES-BIA, Smith College and Ecole du Louvre. She also wrote numerous worldwide sold handbooks, on which international university programs are based: Vocabulaire progressif du Français (4 volumes : A1/A2 ; B1 ; B2 ; C1), Communication progressive du Français (3 volumes : A1/A2 ; B1 ; B2), Grammaire en dialogues (3 volumes : A1/A2 ; B1 ; B2/C1) and an intensive method, Vite et Bien (2 volumes : A1/A2 and B1). She teaches all levels, from beginners and advanced (IES-BIA) to intermediate (Smith College) and very advanced (Ecole du Louvre, classes specialized in vocabulary and methodology of art history studies in French); she also teaches art history at the Association Philotechnique in Paris.*