



FR 352 FRENCH LANGUAGE IN CONTEXT: INDEPENDENT ABROAD II

IES Abroad Paris BIA

DESCRIPTION: This class explores practical themes connected to the French way of life, involving the student's capability to understand oral and written messages in everyday situations, but also to express his or her opinions about more abstract themes. Five competencies will be enhanced: grammar, listening comprehension, reading, vocabulary and intercultural communication, so as to assimilate easily in a French speaking setting. The course will privilege communication skills.

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 are able to learn how to produce language in a variety of situations, such as the making of requests, the use of compliments and apologies, and they also may develop skills to interpret such interactions within the local cultural context... In short, and logically, study abroad has been shown to enhance the aspects of communicative competence that are most difficult to foster in classroom settings (IES Abroad *MAP for Language and Intercultural Communication*, p. 6).

CREDITS: 4 credits

LANGUAGE OF INSTRUCTION: French

PREREQUISITES: Proficiency at a level equivalent to IES Abroad's Emerging Independent Abroad, as determined by placement test.

METHOD OF PRESENTATION:

- Listening to authentic oral documents (dialogues, videos)
- Reading authentic written documents (press articles, novel)
- Discussing issues related to the personal experiences of the students
- Discovering works of art (movies, museums, a movie theater)
- Experiencing cultural differences (wine and cheese tasting)

The lexical and grammar skills will be enhanced and trained in class.

REQUIRED WORK AND FORM OF ASSESSMENT:

The evaluation focuses on what has been taught and takes into account the level of each group and each student. Investment and progress are taken into account as well as the success of graded exercises.

The grading (on a range of 20 points) will correspond to the letter system (A, B, C, D, E). Late papers get a lesser grade.

Evaluation:

- Intensive session: 10%
(oral participation, regularity, in-class exercises)
- Throughout semester: written skills 20%
(2 papers + personal CORE work)
- Throughout semester: 2 tests 20%
(listening comprehension, grammar, vocabulary, written expression)
- Mid-term exam: 20%
(listening comprehension, grammar, vocabulary, written expression)
- Final exam: 20%
(listening comprehension, grammar, vocabulary, written expression)
- Oral participation 10%



LEARNING OUTCOMES:

Students who are placed in this level should be capable of achieving the outcomes in the Emerging Independent Abroad level as defined by the IES Abroad *MAP for Language and Intercultural Communication*.

By the end of the course, students will be able to achieve some of the outcomes for the Independent 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 identify and describe at a basic level key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
- B. Students will be able to describe their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
- C. Students will be able to describe gestures and body language, and they will integrate some of those nonverbal actions into their interactions with native speakers.

II. Listening

- A. Students will be able to understand a variety of spoken communications of moderate complexity (media and film, speeches, music, conversations, etc.) on a wide range of concrete everyday topics as well as abstract topics covered in classes.
- B. Students will be able to understand certain native speakers from a variety of backgrounds and experience with non-native speakers, and they will comprehend common colloquial expressions and slang.

III. Speaking

- A. Students will be able to speak on and discuss a range of concrete everyday and personal topics, abstract topics covered in classes, as well as other topics of particular interest to them.
- B. Students will be able to participate, initiate, and respond actively in a variety of interactions.

IV. Reading

- A. Students will be able to read and understand articles, stories, and online texts using background knowledge to aid their comprehension. A French novel will be read outside of the classroom, and discussed in the classroom, especially for its intercultural aspects.
- B. Students will be able to read and understand the main ideas and supporting arguments of academic texts with assistance.

V. Writing

- A. Students will be able to meet most everyday writing needs (notes, text messages, letters, emails, chats, online forums).
- B. Students will be able to write short essays for class that narrate, describe, report, compare, contrast, and summarize on a wide range of topics with a moderate degree of grammatical and lexical accuracy.
- C. Students will be able to edit their own and their peers’ writing for common errors.

CONTENT:

Week	Content	Assignments	Corresponding Learning Outcome(s)
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Intensive Session	1. Functional: introducing yourself; discovering Paris, everyday life questions	General presentation of Paris	I. A
Jan 16		Visit: St Michel- Monge	
Jan 17	Personal objectives	Errands and menus, supermarkets	
Jan 18	Listening comprehension : video	Pourquoi le français parlé est difficile à comprendre : http://www.prononcer.net/pourquoi-le-francais-parle-rapidement-est-difficile-a-comprendre	
	2.Grammar: Irregular verbs, negations (rien, aucun, jamais, personne, pas encore, etc.), present tense, imperfect	http://www.prononcer.net/francais-familier-conversation-fourmis-rouges-1	II. A, B
	3.Vocabulary: Qualities and defects, nominalizations	Video: Paris arrondissements, main cultural spots	III. B
	4. Culture: Latin Quarter, Marais	https://www.youtube.com/watch?v=zMis47xs1kA	IV. A
		Grammar and vocabulary exercises	V. A
		Personal presentation	
		Presentation game	
Intensive Session (cont.), 1 session every day	1 Functional: Adaptation	Grammar and vocabulary exercises	I. B
	2Grammatical: articles and negation, past participles rules (to be/to have)		II. B
			III. B
Jan 19	2. Vocabulary: How to read a menu and order in a restaurant. Exchanging products in a shop, describing a place,		IV. B
Jan 20		Reading comprehension and role games	V. B
	3. Culture: Cafés and restaurants, everyday life, French stereotypes,		

		Clichés Video: https://www.youtube.com/watch?v=OCIAyHEFTrQ	
Week 1 Jan 24 Jan 26	1. Functional: Movies 2. Grammatical: Progressive future tense vs future comparative and superlatives 3. Vocabulary: statistics 4. Culture: Reading of a novel over the course of the semester (intermediate level).	Intensive Test Tuesday, January 24 Oral presentation (CORE)+ discussion Newspaper article: « Rien de mieux qu'une comédie » (?) Humour and romantic comedies, preferences of the French public Project: Reading of a novel (written comprehension)/Watching comedy excerpts (oral comprehension) Grammar and vocabulary exercises GP 226	I. A II. A; B III. A IV. C V. B
Week 2 Jan 31 Feb 02	1. Functional: Telling a story, describing present, past and future situations. 2. Grammatical: Recent past tense, plus-perfect 3. Vocabulary: Giving a clear and logical oral presentation/ Transmitting messages.	Intensive test correction Document reading (written comprehension): Grand Rex Grammar and vocabulary exercises Video: Extract Trailer Délicatesse (oral comprehension) TURN IN PAPER 1 (Jan. 31): self presentation COURSE-RELATED TRIP on February 02: Grand Rex	I. A II. B III. A, B IV. A,B V. A

	Presenting a movie, presenting characters in a movie/the technical side novel p. 10 to 20 4. Culture: Discussion of subjects for oral presentation (CORE).		
Week 3 Feb 07 Feb 09	1.Functional: Commercials/ national projects 2.Grammatical: The conditional mode, present conditional mode: past 3.Vocabulary: Giving detailed advice on a societal question, novel p. 40 to 60 4. Culture: Comparison of commercials in native country and host country. Oral debate BREAK Feb. 13 to Feb 20	Video: Commercials fr.ver-taal.com /déboulonneurs Newspaper article: "French candidacy Olympic Games": "L'occasion pour la France d'avoir un grand projet national" Document reading (written comprehension) Choose Core subject Extract Délicatesse n° 1 (oral comprehension)	I. A II. A, B III. A, B, D IV. A,B, C V. A, B
Week 4 Feb 21 Feb 23	1. Functional: Describing a museum, judging a work of art (giving your opinion), expressing feelings.	Revision of the whole program for the mid-semester exam Group work on a document (written comprehension). Comments	I. A II. A, B III. A, B, D

	2. Grammatical: demonstrative adjectives and pronouns 3. Vocabulary: Art vocabulary, expressing one's reactions with nuances, novel 20 to 40 4. Culture: museums – famous paintings -Comics	Reading Comprehension: "Rogntudju! Une expo sur "Gaston"" grammar vocabulary preparatory TEST (1) on Feb. 23 Extract Délicatesse n° 2 (oral comprehension)	IV. B, C V. B
Week 5 Feb 28 March 2	1. Grammar: Personal pronouns (1) 2. Vocabulary: Health	Vocabulary game Correction grammar vocabulary preparatory TEST (1) on Feb. 28 Extract Délicatesse n° 3 (oral comprehension) MID-SEMESTER EXAMINATION on March 2 - oral comprehension - grammar exercises - written comprehension (vocabulary, questions) - Written expression (on one or several points studied in class)	I. A, B II. A, B III. A, B, D IV. A, B, C V. A, B

Week 6	1.Functional: Education	Document reading (written comprehension): “Du Monde dans les amphes”	I. A,B
Mar 7	2. Grammatical: Personal pronouns (2).		II. A, B
Mar 9	3.Vocabulary: novel p. 60 to 80	Video : http://www.letudiant.fr/letudiant-tv/filieres/universite/filieres-zoom-sur-la-fac-de-lille-3.html	III. A, B, D
	4.Culture/ comparing the French and American university system	Grammar and vocabulary exercises	IV. A, B, C
		No class on March 9	V. A, B
	MID-SEMESTER EXAMINATION	Extract Délicatesse n° 4 (oral comprehension)	
Week 7	1. Functional : political perspectives	Written comprehension: The French elections: Text “Comment est élu le président de la République » « Pourquoi tant de candidats »	I.A, B
Mar 14			II.B
Mar 16	2.Grammar: Subjunctive tense (2 sessions)		III. A, B, D
	3. Culture : political institutions	http://www.elections-presidentielles.com/pratique/comment-est-elu-le-president-de-la-republique/	IV. A, B
		Grammar and vocabulary exercises	
		CORE project short written presentation	
		Extract Délicatesse n° 5 (oral comprehension)	
Week 8	1.Functional: Social medias, the Internet	TURN in PAPER 2 on Mar 23	I.A;B
Mar 21		Extract Délicatesse n° 6 (oral comprehension)	II.A,B
Mar 23	2.Grammatical: Relative pronouns	Document reading (written comprehension) :	III. A,B,D
	3.Vocabulary: novel p. 80-100	“Vivre sans le numérique”	IV. A,B

	4.Culture: Medias as compared between France and the US	Video: https://www.youtube.com/watch?v=mge5q9FhFx4 Grammar and vocabulary exercises	
Week 9 Mar 28 Mar 30	1.Functional: . gender equality . Debate over the novel read during the semester 2.Grammatical: Complex relative pronouns (2), past infinitive 3.Vocabulary: professions, novel p. 100 to End 4.Culture: gender	Discussion: gender equality: Document reading (written comprehension): “Françaises ambitieuses” Core plan how to devise an oral presentation Grammar and vocabulary exercises Group work on the novel La Délicatesse Extract Délicatesse n° 7 (oral comprehension)	I. A;B II. A,B III. B,D IV. A,B, C V. A, B
Week 10 Apr 04 Apr 06	1.Functional: Oral comprehension of a song (audio) Stacey Kent/S. Gainsbourg 2.Grammatical: Indefinite pronouns, prepositions 3.Vocabulary/ 3 Culture: Song and poetry	Document reading (written comprehension) Extract Délicatesse n° 8 (oral comprehension) Grammar and vocabulary preparatory TEST (n°2)	
Week 11 Apr 11	1.Functional : Higher education	CORE PRESENTATION April 11 (3-4 groups)	I. A, B II. A, B

Apr 13	2.Grammatical: Prepositions 3.Vocabulary: educational and social institutions 4.Culture: Compare educational systems in the U.S. and France	Preparatory test (2) General revision for the final exam	III. B, C, D IV. A, B, C V. B
Week 12	General revision/	Correction of Preparatory test	I. A, B
Apr 18	Functional: French speaking countries	Reading comprehension: Text: Ibrahim Maalouf examen d'identité	II. A, B
Apr 20	(francophonie)	FINAL EXAMINATION	III. A, B, C, D
	FINAL EXAM	- Oral comprehension - Grammar exercises - Written comprehension and expression - Personal expression of an opinion (written) 1.Functional: Oral comprehension (audio) 2.Grammatical: Grammar in context 3.Vocabulary: Whole program 4.Culture: Synthesis of acquisitions in the written expression	IV. A, B, C V. A. B

REQUIRED READINGS:

- *Grammaire en dialogues, niveau intermédiaire*, Claire Miquel, ed. CLE International
- A novel (intermediate level), agenda for the vocabulary

RECOMMENDED READINGS:

- A conjugation book, Le Nouveau Bescherelle, Hatier



- A French language dictionary : Le Robert Micro, édition de poche.
- A Bilingual dictionary: Robert & Collins Super Senior, éditions Robert.