

FR 101 - FRENCH LANGUAGE IN CONTEXT
NOVICE ABROAD
IES Abroad Nice

DESCRIPTION: This course offers an introduction to the French language and culture, with an emphasis on the acquisition of vocabulary and grammatical concepts through a communicative and direct approach, in order to meet the immediate and urgent everyday needs of the students in various situations. Students will be the main actors of their learning in concrete situations, they will take action and perform useful tasks of daily life in French environment. They will be able to interact on familiar topics, to communicate in restaurants and shops, railway stations, airports etc. or to perform simple actions, to write simple messages, accept or decline an invitation, to give or follow orders or instructions. By the end of the course students will realize they are better assimilated into everyday French life and culture. It is a demanding, highly participatory course inside and outside the classroom. The pace is quick and lively: those who commit seriously to this adventure will be surprised with the outcomes of their efforts.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: During the first 2-3 weeks the teacher may use the English language to explain the concepts of the course. Then, gradually, the course will take place in French and the students will interact in French with their classmates. Throughout the semester, explanations in English will be given occasionally if necessary. Students are strongly encouraged to use French from the first day, using the vocabulary and structures proposed by the teacher.

INSTRUCTION: Morelli Luminita

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION: Students will be exposed to different communication situations and contexts, so they will naturally gain confidence outside of class and will be more willing to use the language from the beginning. At the end of the lesson, outside of class, they will be able to apply the basic rules and vocabulary they have learned during the course. Students are never considered as passive receivers, but as active users of the language.

Familiarization with the French language and culture will be done through discussions, reading, listening and writing activities, case studies followed by student presentations on different aspects of life in France. Grammar learning is proposed in order to facilitate the understanding and acquisition of the structure of the French language. During class activities, students work individually, in pairs or in small groups, to find answers and solve problems.

In addition to French lessons in class, two or three cultural outings in Nice will be proposed. The goal is to get out of the classroom to apply knowledge, develop skills, and discover French culture and life. Field Studies vary depending on the time of year, and can be a walk in a neighborhood of the city (discovering art, architecture, and heritage) or a visit to a traditional market (interacting with locals, discovering local cuisine)..

REQUIRED WORK AND FORM OF ASSESSMENT:

- 15 % - Class participation (*see below*)
- 20 % - Quizzes and homework
- 30 % - Midterm Exam
- 35 % - Final exam

DESCRIPTION OF ASSESSMENTS:

Student Engagement: Your active participation is a key part of learning for you and your classmates. Through participation you will deepen your understanding, sharpen your critical thinking skills, and share your ideas and questions with everyone. Active participation helps you build communication skills such as expressing ideas clearly and listening with attention. Including participation to class, group, student-led discussions, in-class presentations

Students are strongly encouraged to actively participate in the course and not wait for the teacher to ask them. Will be evaluated: the frequency of participation in the course, the quality of comments, listening skills and preparation for the course. Students must go to class after studying in detail the assignments indicated by the teacher. For more details, please read the information in the following table.

Rubric for Assessing Student Participation

	Excellent (90%- 100% or A and A-)	Proficient (80%-90% or B+, B and B-)	Developing (70%- 80% or C+, C, C-)	Unacceptable (>70% or D and F)
	Thoughtful contributions with connections to course materials, based on active listening and engagement, with consistently regular participation.	Contributions are relevant and demonstrate understanding of course material, listens and responds attentively most of the time, but might occasionally dominate or withdraw or disengage.	Contributions are relevant but frequently off topic or superficial, occasionally distracted or disengaged, sometime dominates, interrupts or fails to collaborate.	Contributions are frequently off topic or not connected to course material, frequently disengaged or inattentive, disrespects others' viewpoints, struggles to work in a group.
DETAILS				
Frequency of participation in class	Student initiates contributions more than once.	Student initiates contribution once or when prompted.	Student initiates contribution only when prompted.	Student does not initiate contribution and needs instructor to solicit input.
Quality of comments	Comments always insightful and constructive; uses appropriate terminology. Comments balanced between general opinions and specific contributions.	Comments mostly insightful and constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology: comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion and personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Listening Skills	The student listens attentively when others present documents. The student hears what others say and contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak: detracts from discussion; sleeps, etc.

QUIZ & HOMEWORK: After every class, students are invited to complete homework or to train either on Moodle or with other activities proposed by the instructor. For details, please read the information in the following table.

Rubric for Assessing Student Preparation & Homework

	Excellent (90%- 100% or A and A-)	Proficient (80%-90% or B+, B and B-)	Developing (70%- 80% or C+, C, C-)	Unacceptable (>70% or D and F)
Preparation & Homework	Brings required materials to class and did the homework. Has read and made notes on the assigned readings.	Has read through materials and is able to discuss general themes. No separate notes taken. The homework is done but there may be errors.	Has read only some of the assigned readings without significant comment. Homework is most often completed with significant errors.	Had not done required readings or homework.

MIDTERM: Midterm exam will evaluate the notions learned by the students in order to assess what have been understood and what needs to be revised before the acquisition of new notions. *All information regarding this exam will be transmitted to class in due time and students will find it on Moodle.*

FINAL EXAM: Final exam will evaluate all the notions learned by the students during the semester. A final oral presentation will be part of the final exam. *All information regarding this exam will be transmitted to class in due time and students will find it on Moodle.*

FINAL GRADE: The final grade will be calculated as follows:

Letter Grade	Percentage
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D	65-69.9
F	0-64.9

LEARNING OUTCOMES: By the end of the course, students will be able to achieve some of the outcomes for the Novice Abroad II 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

- 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).*
- Students will be able to express simple needs by asking questions, and get what they need in everyday situations.*

IV. READING

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

V. WRITING

- 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.*
- Students will be able to send simple emails and text messages, fill out some simple forms, and complete short essays on familiar subjects.*

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.

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

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. If you arrive more than 10 minutes late 3 times, it will count as an absence for that course. If you arrive more than 30 minutes late, it will count as an absence.

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

In most cases, the justification will take the form of a *Certificat médical* from a French doctor, which must be submitted within 24 hours of the absence.

It is understandable that students may occasionally be absent because they feel unwell physically or need to take a mental health day. For this reason, our attendance policy is lenient and allows each student to miss up to one class sessions without having it automatically affect the final grade in a course. Starting with the second unexcused absence, your final grade will be lowered by a third of a letter grade.

For example:

Final grade:	1 unexcused absence	2 unexcused absences	3 unexcused absences	4 unexcused absences
A	A	A-	B+	B

And so on...

ACADEMIC INTEGRITY:

Students are expected to abide by the **IES Abroad Code of Academic Integrity**. All work submitted by a student for academic credit should constitute the student's own original work. Students agree not to engage in plagiarism, cheating, or use of unauthorized materials. Any work submitted for academic credit may be subject to review by a textual similarity detection service for the detection of plagiarism and AI usage.

CONTENT:

Please note: As a general rule, the subjects studied will be systematically accompanied by structural and vocabulary exercises. These exercises consist of reusing the structure and the vocabulary taught in various contexts, so that its use becomes automatic. All the proposed assignments will take into account the progress and dynamics of the group.

Part 1 (Weeks 1 – 3): In this part you will learn to introduce yourself and introduce your family. You will also learn useful phrases for to the classroom, ask simply questions, vocabulary of the days, months, seasons, numbers and professions. French pronunciation and phonetics are included in this part.

Week	Content	Assignments
1	Functional: - How to greet. Introduce yourself (I) - Use tool phrases for communication in the class and outside of class Phonetic: - The French alphabet, sounds and letters, introduction to the phonetic alphabet. - Pronunciation of words that you already know in French - <i>L'élision</i> Vocabulary: - Greetings : <i>Bonjour, Bonsoir... A bientôt...</i> - Useful sentences for the communication in the class and outside of class. Grammar - Introductory notions: - Personal subject pronouns, the pronoun <i>On</i> - <i>Ne... pas</i> : basic negation - <i>Habiter, Parler</i>, present tense / singular - Definite and indefinite articles (introduction) Culture: - How to greet & introduce yourself - Words that you already know in French	Write your own presentation following the model studied in class (first name, family name, nationality address, languages spoken)
2	Functional: - Introduce yourself (II) - Say the date, Express time (formally) Phonetic: - Pronunciation of nasal vowels a-ã, o-õ, e-ë Vocabulary: - The date, days, months, seasons - Say the days without naming them (<i>aujourd'hui, hier, demain...</i>). - Numbers from 0 to 100 and more. Grammar: - <i>Radical</i> and <i>Terminaison</i>, Regular and irregular verbs, Verb groups classification - Verb <i>Être</i>, affirmative and negative forms Culture: - Formal or informal : <i>Tu</i> or <i>Vous</i> ?	Create your business card and introduce yourself orally.
3	Functional: - Ask simple questions about family members' names, ages, and occupations; answer about family - Tell the age	In pairs: Prepare a photo of your family. Questions and answers about family members' names, ages, and occupations. Create a dialogue to ask for information about each other.

	Phonetic: - Intonation of questions Vocabulary: - The family - The professions (feminine and masculine) Grammar: - Quel, Quelle - Possessive adjectives - Verb <i>Avoir</i>, affirmative and negative forms Culture: - A French family, table habits at home - Gestures and attitudes of non-verbal communication	Perform the dialogue in front of the class.
Part 2 (Weeks 4 – 7): In this part you will learn the food, table and restaurant vocabulary, the clothing and colors vocabulary, and how to ask questions in a restaurant and in a store. You will continue to practice the French pronunciation and phonetics. A course-related trip is included in this part.		
4	Functional: - Order at the restaurant and ask for the bill Phonetic: - Intonation of direct questions with <i>Est-ce que</i> Vocabulary: - The restaurant (price, menu, bill, payment) - Tableware and meals Grammar: - Verb <i>Prendre</i> (and other important verbs ending by <i>-dre</i>) - Questions with <i>Est-ce que</i> / <i>Qu'est-ce que</i> Culture: - The practice of tipping - The gestures and attitudes of non-verbal communication at the restaurant - French dishes	Vocabulary and grammar exercises provided to re-use the structures studied in class.
5	Functional: - Make the shopping list - Ask information about the price and the quantity Phonetic: - Nasal vowel practice Vocabulary: - Food and drinks, fruits and vegetables, pastries - Types of supermarket shelves Grammar: - Expressing a quantity (<i>un verre de...</i>, <i>pas de...</i>) Culture: - A traditional French market	Study and review of the vocabulary needed for next week's Course-related trip (<i>A local the market</i>).
6	Course-related trip: Create a menu, based on a set budget and local seasonal products Objectives: - Discover local and seasonal products in Nice. - Practice the vocabulary of gastronomy, food and numbers. - Develop planning and collaboration skills in French. - Use simple structures to explain their choice	

7	Functional: - Asking for information in a clothing store Vocabulary: - Useful phrases in a clothing store - Clothes and colors vocabulary - Useful adjectives in a clothing store + intensity: <i>(trop) grand, (un peu) petit...</i> Grammar: - The interrogative adjective <i>Quel</i> - The feminine of color adjectives Culture: - French designers and fashion brands	Vocabulary and grammar exercises provided to re-use the structures studied in class
8	MIDTERM <i>Midterm exam will evaluate the notions learned by the students in order to assess what have been understood and what needs to be revised before the acquisition of new notions. The exam consists of three parts (grammar + vocabulary, written or oral comprehension, written expression) and represents 30% of the final grade for the semester.</i>	
Part 3 (Weeks 9 – 14) <i>In this part, you will talk about your typical day and your pastimes. You will also learn the city words, useful vocabulary for getting around town, tell time & how to invite, accept or decline an invitation. A course-related trip is included in this part.</i>		
9	Functional: - Ask for a location - Finding your way Vocabulary: - The vocabulary of the city + places for leisure activities <i>(la patinoire, la piscine...)</i> - The directions Grammar: - Verb <i>Aller</i> (+ à + definite article) - Verb <i>Venir</i> (+ de + definite article) - Prepositions of location	Vocabulary and grammar exercises provided to re-use the structures studied in class
10	Functional: - Write a letter to a friend Vocabulary: - The daily activities - The house vocabulary, Household activities Grammar: - The reflexive verbs - The verb <i>Faire</i> + activity - The verb <i>Boire</i>	Write a letter to a friend to tell about your activities in Nice Begin revisions for the final exam and prepare questions to discuss in class
11	Functional: - Propose an outing - Accept & decline an invitation, justify or explain Vocabulary : - Leisure activities - The connectors <i>Parce que, Car, Comme</i> Grammar : - Modal verbs <i>Devoir, Pouvoir, Vouloir</i> - Verb <i>Jouer</i> (+ activity)	Study the verbs <i>Devoir, Vouloir, Pouvoir</i> and complete the exercises Role playing game: propose, then refuse an invitation and justify, eg. <i>“Je veux bien, mais je ne peux pas parce que je dois... ».</i>
12	Functional: - Expressing feelings Vocabulary: - Vocabulary of the feelings Grammar:	Study and review of the vocabulary needed for next week's Course-related trip <i>(Orienteering in the city centre)</i>

	- A new structure : <i>Être + sentiment</i> Culture: - <i>Je te donne</i> : Discover an emblematic singer of French song	
13	Course-related trip: Orienteering in the city center Objectives: - Learn to understand and carry out simple instructions in French. - Enrich vocabulary related to orientation, colors, shapes, and nature. - Encourage teamwork.	
14	Review session for final exam: Review of everything studied in grammar and vocab, questions & answers, small conversation, oral and written comprehension exercises.	
15	FINAL EXAM: <i>The exam represents 35% of the final grade for the semester. All useful information and documents for revisions are provided in class and on Moodle.</i>	

COURSE-RELATED TRIPS:

- Visit to a traditional market (week 6 or 7, depending on the progress of the course and the dynamics of the group)
- Orienteering in the city center (week 12 or 13, depending on the progress of the course and the dynamics of the group)

REQUIRED AND RECOMMENDED READINGS & DOCUMENTS: All the material is provided by the teacher. This may include: explanatory sheets, readings, videos, various audio recordings, games, useful links, songs, extra exercises.

INSTRUCTOR BIO

Luminita Morelli has 25 years of experience teaching French to non-French speaking audiences. She earned her Master's degree in French Language and Literature at the University of Pitesti, Romania. She taught French language classes at different levels in Romania for several years, in public schools and private institutes. After moving to France, she started working as a French language teacher at *IDIOM*, a private language institute in Nice. There, she taught French to adults in small groups or in private lessons, and she was responsible for preparing exams and diplomas specific to French as a foreign language. In parallel, she worked as a French instructor for teenagers and young adults at *Azurlingua* (French Language School) in Nice, *International School in Antibes*, as well as the *Centre for Studies in French* of the University of Nice, where she taught the French language to foreign students enrolled in various universities. She attended the training provided for the teachers of French language for foreigners by the *Alliance Française* of Paris and she has participated several times to various trainings and exchanges with the teachers of French language for foreigners organized by the *Groupe FLE* and the *Centre for Studies in French* of the University of Nice. Since February 2016 she is working with IES ABROAD NICE as a French language instructor. In July 2018 she participated in *Content-Based Language and Curriculum Development Training (CARLA Summer Institute, University of Minnesota)*. In July 2019 she participated in a two weeks training provided for the teachers of French language by *Francophonie Institute*, Nice. In 2020, she has created her own online school and offers French courses to students around the world.