



## FR 353 FRENCH LANGUAGE IN CONTEXT: INDEPENDENT ABROAD

IES Abroad Nantes

### DESCRIPTION:

This 4-hour weekly course aims to give students a good knowledge of French grammar so that they can master their oral and written expression as well as their oral and written comprehension. It targets competences at level B1 of the Common European Framework of Reference (CEFR).

**CREDITS:** 4 credits

**CONTACT HOURS:** 60 hours

**LANGUAGE OF INSTRUCTION:** French

### PREREQUISITES:

This course is intended for students who know the essential mechanisms of 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 4 hours of weekly classes are divided as follows in which the students:

- Learn and/or deepen the essential points of grammar and language structures
- Practice the concepts studied with exercises in application, listening and reading, rephrasing and discussion.
- Enrich their vocabulary, improve their communication skills and quality.
- Practice writing to formulate their ideas accurately, clearly and consistently, to learn to write in various forms.

### REQUIRED WORK AND FORM OF ASSESSMENT:

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

### Midterm Exam

The 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

Same format as the midterm. Students will have 2 hours to complete the exam.

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### Weekly Assignments

H5p assignments on Moodle include thematic listening comprehension exercises and the revision of grammatical and syntactic concepts. In-class assignments include tests (correction grid in Annex I) and text summaries. *Weekly assignments must be 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	<b>Introduction &amp; Talking About the Past</b> <i>Grammar:</i> <ul style="list-style-type: none"><li>• Time and modes</li><li>• Revisions on questions and negation</li></ul>	H5p Activities: <ul style="list-style-type: none"><li>• Time and mode rules</li><li>• Listening comprehension (video questionnaire) – Anne de Bretagne</li></ul>

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	<p><i>Glossary of Terms:</i></p> <ul style="list-style-type: none"> <li>Chronological indicators</li> </ul> <p><i>Moodle:</i></p> <ul style="list-style-type: none"> <li><b>H5p:</b> Time and mode, The negation</li> <li><b>Padlet:</b> The interrogative form</li> </ul>	<p>Written Comprehension:</p> <ul style="list-style-type: none"> <li>Press article</li> </ul>
<b>Session 2</b>	<p><b>Theme 1: Brittany</b></p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>The times of the past: le passé composé, l'imparfait, le passé récent, le plus que parfait, le passé simple</li> <li>Les accords du participe passé</li> <li>Concordance of time with the past</li> </ul> <p><i>Glossary of Terms:</i></p> <ul style="list-style-type: none"> <li>Specific vocabulary</li> <li>Temporal phrases</li> </ul> <p><i>Moodle:</i></p> <ul style="list-style-type: none"> <li><b>H5p:</b> The times of the past</li> <li><b>Padlet:</b> 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 past + exercises</li> <li><b>Quizlet:</b> Specific vocabulary, Listening comprehension exercises</li> </ul>	<p>H5p Activities:</p> <ul style="list-style-type: none"> <li>Time of the past</li> <li>Time prepositions and time phrases</li> </ul> <p>Written Comprehension:</p> <ul style="list-style-type: none"> <li>Authentic documents on the history of Nantes</li> </ul> <p>Listening Comprehension (video questionnaire):</p> <ul style="list-style-type: none"> <li>Nantes and Brittany</li> </ul> <p>Written Expression:</p> <ul style="list-style-type: none"> <li>Write a biography of a historical figure from Brittany (reuse of the past, chronological indicators)</li> </ul>
<b>Session 3</b>	<p><b>Theme 2: Technology and Society</b></p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>Reuse of past time</li> <li>The future: choice of times</li> <li>The expression of cause and consequence</li> <li>Concordance of time with the future</li> </ul> <p><i>Glossary of Terms:</i></p> <ul style="list-style-type: none"> <li>Vocabulary of technology</li> </ul> <p><i>Moodle:</i></p> <ul style="list-style-type: none"> <li><b>H5p:</b> The future, Cause and consequence, Listening comprehension</li> <li><b>Padlet:</b> Conjugation to the simple future + exercises, Conjugation to the previous future + exercise</li> <li><b>Quizlet:</b> Radicals of irregular verbs in the future, Specific technology vocabulary</li> </ul>	<p>H5p Activities:</p> <ul style="list-style-type: none"> <li>The future</li> <li>Cause and consequence</li> <li>Listening comprehension</li> </ul> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>Reading press articles</li> </ul> <p>Written Expression:</p> <ul style="list-style-type: none"> <li>Write an essay to discuss the evolution of technology and its impact on society</li> </ul>

<p><b>Session 4</b></p>	<p><b>Theme 3: Politics and Social Movements</b></p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• The present and past subjunctive</li> <li>• The expression of the goal</li> <li>• The expression of opposition and concession</li> <li>• Possessive and demonstrative pronouns</li> <li>• Comparisons</li> <li>• Concession and the opposition</li> <li>• Matching modes: indicative and subjunctive</li> </ul> <p><i>Glossary of Terms:</i></p> <ul style="list-style-type: none"> <li>• The vocabulary of political life</li> <li>• Elections, institutions, unions</li> <li>• Terms/phrases expressing purpose, opposition, and concession</li> </ul> <p><i>Moodle:</i></p> <ul style="list-style-type: none"> <li>• <b>H5p:</b> The subjunctive, The comparisons, The expression of the goal, Opposition and concession</li> <li>• <b>Padlet:</b> Conjugation to the present subjunctive + exercises, Conjugation to the past subjunctive + exercises, Possessive pronouns, Comparisons: exercises, Expression of the goal: rules and exercises, Expression of opposition and concession: rules and exercises</li> <li>• <b>Quizlet:</b> specific vocabulary on politics and social movements</li> </ul>	<p>H5p Activities:</p> <ul style="list-style-type: none"> <li>• The subjunctive</li> <li>• Comparisons</li> <li>• Expression of the goal</li> </ul> <p>Written Comprehension:</p> <ul style="list-style-type: none"> <li>• Press articles</li> </ul> <p>Listening Comprehension (video questionnaire):</p> <ul style="list-style-type: none"> <li>• French and politics</li> </ul> <p>Written Expression:</p> <ul style="list-style-type: none"> <li>• Write an essay to express your opinion on politics/society (subjunctive re-use, expression of purpose, concession and opposition)</li> </ul>
<p><b>Session 5</b></p>	<p><b>Theme 4: Diversity in France (Religion, Migration, etc.)</b></p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Present and past conditional</li> <li>• Expression of the hypothesis and condition</li> <li>• Reuse: Future, Time of the past, Expression of the cause and consequence, Comparisons</li> </ul> <p><i>Glossary of Terms:</i></p> <ul style="list-style-type: none"> <li>• Expressions introducing the hypothesis</li> </ul> <p><i>Moodle:</i></p> <ul style="list-style-type: none"> <li>• <b>H5p:</b> Listening comprehension exercises, Adverbs in a way, Hypothesis and condition, Cause and consequence</li> </ul>	<p>H5p Activities:</p> <ul style="list-style-type: none"> <li>• Hypothesis and condition</li> <li>• Listening comprehension</li> </ul> <p>Written Comprehension:</p> <ul style="list-style-type: none"> <li>• Authentic documents on the theme of diversity</li> </ul> <p>Written Expression:</p> <ul style="list-style-type: none"> <li>• Write an essay to express your opinion on diversity (reuse of the conditional, indicative and subjunctive)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Padlet:</b> Conjugation to the present conditional + exercises, Conjugation to the past conditional + exercises, Rule and exercises on the expression of cause and consequence</li> <li>• <b>Quizlet:</b> specific vocabulary of diversity</li> </ul>	
<b>Session 6</b>	<p><b>Theme 5: Gastronomy</b></p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• The complementary imperative</li> <li>• Indefinite pronouns</li> <li>• Quantity expressions</li> <li>• Reuse: Expression of purpose, Comparison, Subjunctive</li> </ul> <p><i>Glossary of Terms:</i></p> <ul style="list-style-type: none"> <li>• Food vocabulary</li> <li>• Verbs and appreciation adjectives</li> </ul> <p><i>Moodle:</i></p> <ul style="list-style-type: none"> <li>• <b>H5p:</b> The imperative, Listening comprehension exercises, Rules on pronouns</li> <li>• <b>Padlet:</b> Exercises on additional pronouns, Exercises on the imperative</li> <li>• <b>Quizlet:</b> Specific vocabulary of gastronomy: shops, cuisine, taste</li> </ul>	<p>Field Study</p> <p>H5p Activities:</p> <ul style="list-style-type: none"> <li>• Pronouns</li> <li>• The imperative</li> <li>• Oral comprehension (video questionnaire) of French gastronomy</li> </ul> <p>Written Comprehension:</p> <ul style="list-style-type: none"> <li>• Press articles, book excerpts</li> </ul> <p>Written Expression:</p> <ul style="list-style-type: none"> <li>• Write an essay on a taste experience</li> </ul>
<b>Session 7</b>	<p><b>Theme 6: Art</b></p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Simple and compound relative pronouns</li> <li>• Reuse: The comparison, The expression of the goal, Expression of cause and consequence</li> </ul> <p><i>Glossary of Terms:</i></p> <ul style="list-style-type: none"> <li>• Vocabulary of the description</li> <li>• Reuse of verbs and appreciation adjectives</li> </ul> <p><i>Moodle:</i></p> <ul style="list-style-type: none"> <li>• <b>H5p:</b> Relative pronouns</li> <li>• <b>Padlet:</b> Relative pronouns: rules and exercises, The imperative: exercises, Quantity expression: exercises</li> <li>• <b>Quizlet:</b> specific vocabulary of the description</li> </ul>	<p>H5p Activities:</p> <ul style="list-style-type: none"> <li>• Relative pronouns</li> </ul> <p>Written Comprehension:</p> <ul style="list-style-type: none"> <li>• Understanding formal letters and identifying their structure</li> </ul> <p>Written Expression:</p> <ul style="list-style-type: none"> <li>• Write an essay on an artistic work of your choice</li> </ul>
<b>Session 8</b>	<p><b>Theme 7: Daily Life (Going out, Leisure, Etiquette, Health, etc.)</b></p>	<p>H5p Activities:</p> <ul style="list-style-type: none"> <li>• Oral comprehension</li> </ul>

	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Reuse of the grammatical structures studied during the semester and various questions</li> </ul> <p><b>Glossary of Terms:</b></p> <ul style="list-style-type: none"> <li>Specific vocabulary: leisure, outings, health, polite formulas</li> </ul> <p><b>Moodle:</b></p> <ul style="list-style-type: none"> <li><b>H5p:</b> Listening comprehension</li> <li><b>Padlet:</b> Polite formulas</li> <li><b>Quizlet:</b> Specific vocabulary</li> </ul>	<p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"> <li>Identifying the structure of a QQCOP press article</li> </ul> <p><b>Written Expression:</b></p> <ul style="list-style-type: none"> <li>Writing an essay on the theme of daily life</li> </ul>
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**H5p activities, listening comprehension and written expressions are recorded and are part of continuous monitoring.**

#### REQUIRED READINGS:

This list is not exhaustive and may be supplemented during the semester by current readings.

#### Introductory Week & Talking About the Past

- « Le Bouffay. Sous les pavés le sang. » *Nantes Madame*, September 1998.

#### Theme 1: Brittany

- Mazoyé, Jérémy. « Anne de Bretagne : la reine et les rois. » *Le Point*, 9 Jan. 2014. ([https://www.lepoint.fr/histoire/Il-y-a-500-ans-disparaissait-anne-de-bretagne-09-01-2014-1778657\\_1615.php](https://www.lepoint.fr/histoire/Il-y-a-500-ans-disparaissait-anne-de-bretagne-09-01-2014-1778657_1615.php))
- « Rattachement de la Loire -Atlantique, la pétition qui cartonne. », *Le Point*, source AFP, 28 Nov. 2018 ([https://www.lepoint.fr/societe/rattachement-de-la-loire-atlantique-a-la-bretagne-la-petition-qui-cartonne-28-11-2018-2275098\\_23.php](https://www.lepoint.fr/societe/rattachement-de-la-loire-atlantique-a-la-bretagne-la-petition-qui-cartonne-28-11-2018-2275098_23.php))

#### Theme 2: Technology and Society

- Antoniades, 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>)
- Cornue, Jean-Michel. « A quoi ressemblera demain. » Extrait de *ProspecTic*, nouvelles technologies, nouvelles pensées, FYP Editions, 2008.
- Dessard, Remy. « 10 innovations technologiques pour 2018. » *J.D.D.* (<https://www.lejdd.fr/Economie/10-innovations-technologiques-pour-2018-3545579>)
- Vandeginst, Pierre. « Un écran sur une lentille de contact pour augmenter la réalité. » *Rue89*. (<http://www.rue89.com/2008/01/20/un-ecran-sur-une-lentille-de-contact-pour-augmenter-la-realite>)

#### Theme 3: 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, Philippe. « Les gilets Jaunes, un mouvement qui illustre les fractures françaises. » *La dépêche*, 14 Nov. 18. (<https://www.ladepeche.fr/article/2018/11/14/2906274-les-gilets-jaunes-un-mouvement-qui-illustre-les-fractures-francaises.html>)

#### Theme 4: Diversity in France (Religion, Migration, etc.)

- Bouraoui, Nina. « Garçon Manqué. », excerpt, 2000.
- « Entretien avec Edgard Morin. » *Le Français dans le Monde*, n° 322, August 2002.
- Fellag, Mohamed. « Rue des petites dorados. » excerpt, 2001.
- Géraud, Alice. « Nous on est d'origine, les vrais Français n'ont pas d'origine. » Libération.fr, 29 April 2013. [https://www.liberation.fr/societe/2013/04/29/nous-on-est-d-originesles-vrais-francais-n-ont-pas-d-origines\\_899921](https://www.liberation.fr/societe/2013/04/29/nous-on-est-d-originesles-vrais-francais-n-ont-pas-d-origines_899921)
- Modiano, Patrick. « Un Pédigrée. » edited by Gallimard, excerpt, 2005.« Prière à Dieu. » *Voltaire, Traité sur la Tolérance à l'occasion de Jean Calas*, 1763, Ch. 23.
- « Qu'est-ce que la diversité. » site du musée de l'Histoire de l'Immigration. <http://www.histoire-immigration.fr/questions-contemporaines/societe-et-immigration/qu-est-ce-que-la-diversite>

#### Theme 5: Gastronomy

- 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 6: Art

- Reza, Yasmina. "Art." excerpt, 1994.

#### Theme 7: Daily Life (Going out, Leisure, Etiquette, Health, etc.)

- « Les loisirs des Français. », *Sofincope*. (<https://www.sofinscope.sofinco.fr/loisirs-des-francais/>)
- « Loisirs : comment les français occupent-ils leur temps libre ? » L'observatoire E. Leclerc des nouvelles consommations (<https://nouvellesconso.leclerc/loisirs-francais-temps-libre/>)

#### RECOMMENDED READINGS:

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

## ANNEX I:

### Written Production Evaluation Grid B1

Name of the student:

Subject:

DATE:

<b>Compliance with the instructions</b> Can adapt his/her production to the proposed subject. Complies with the minimum length setpoint indicated.	0	0.5	1	1.5	2				
<b>Ability to present facts</b> Can describe facts, events or experiences.	0	0.5	1	1.5	2	2.5	3	3.5	4
<b>Ability to express one's thoughts</b> Can present ideas, feelings and/or reactions and give opinions.	0	0.5	1	1.5	2	2.5	3	3.5	4
<b>Coherence and cohesion</b> Can connect a series of short, simple and distinct elements into a sequential speech.	0	0.5	1	1.5	2	2.5	3		

### LEXICAL COMPETENCE / LEXICAL SPELLING

<b>Extent of vocabulary</b> Has sufficient vocabulary to express him/herself on common subjects, if necessary using periphrases.	0	0.5	1	1.5	2				
<b>Vocabulary mastery</b> Demonstrates a good command of basic vocabulary but serious errors still occur when it comes to expressing more complex thinking.	0	0.5	1	1.5	2				
<b>Proficiency in lexical spelling</b> Lexical spelling, punctuation and layout are accurate enough to be easily followed most often.	0	0.5	1	1.5	2				

### GRAMMATICAL COMPETENCE / GRAMMATICAL SPELLING

<b>Degree of sentence development</b> Proficiency in simple sentence structure and the most common complex sentences.	0	0.5	1	1.5	2				
<b>Choice of times and modes</b> Demonstrates good control despite strong mother tongue influences.	0	0.5	1	1.5	2				
<b>Morphosyntax - grammatical spelling</b> Agreement in gender and number, pronouns, word marks, etc.	0	0.5	1	1.5	2				

TOTAL /25



## ANNEX II:

### EVALUATION OF ORAL SERVICES

Name of the student / Class.....
Text / Corpus presented ..... CEFR : B1 B2 C1

Compliance with the instructions given the presentation, whose length (default length = 0 / excess = 0.5)	0	0.5	1						
Ability to present information / facts / places / dates; ability to define, specify, illustrate	0	0.5	1	1.5	2	2.5			
Ability to express one's thoughts – Presence of a personal plan	0	0.5	1	1.5	2	2.5	3	3.5	
Coherence of the plan, ability to formulate transitions, transitions, and summaries, conclusion	0	0.5	1	1.5	2	2.5	3		
Extent and mastery of vocabulary				0	0.5	1	1.5	2	
General speech – Articulation - Rhythm				0	0.5	1	1.5	2	
Degree of sentence development	0	0.5	1	1.5	2	2.5	3	3.5	
Grammatical correction – Wealth stylistics – Choice of modes and time	0	0.5	1	1.5	2	2.5			
TOTAL									/20

## ANNEX III:

### Key Learning Outcomes from the IES Abroad MAP for Language and Intercultural Communication

- I. Intercultural Communication
  - A. Students will be able to identify and describe some 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 discuss the validity of their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
  - C. Students will be able to interpret gestures and body language, and they will integrate some of those nonverbal actions into their interactions with native speakers.
  - D. Students will recognize and at times conform to socio-cultural norms in almost any transactional event.
- II. Listening
  - A. Students will be able to understand most 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 native speakers from a variety of backgrounds and limited 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 wide 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 wide variety of interactions.
  - C. Students will be able to narrate sequences of events with some degree of accuracy
- IV. Reading
  - A. Students will be able to read and understand a wide variety of articles, stories, and online texts using background knowledge to aid their comprehension.
  - B. Students will be able to read and understand academic texts with assistance.
- V. Writing
  - A. Students will be able to meet their everyday writing needs (notes, text messages, letters, emails, chats, online forums).
  - B. Students will be able to write papers for class that narrate, describe, report, compare, contrast, and summarize on a wide range of topics.
  - C. Students will be able to edit their own and their peers' writing.