

Français 2

UGRA_004140

Departments	ELC - French Section
Teaching Languages	French
ECTS	4
Teacher responsible	Chahi Fatiha - fatiha.chahi@esade.edu Brunel Lise - lise.brunel@esade.edu

Course Goals

A series of specific objectives linked to the development of certain skills will be developed throughout level 2.

A. Listening comprehension:

Understand audio-visual material

To do this, you need to be able to synthesize and organize the information you receive.

B. Oral production:

(1) Be able to share experiences.

(2) Arguing opinions and expressing intentions.

(3) Take part in an unprepared discussion in everyday life.

C. Reading comprehension:

Understand press articles and simple texts.

This requires the ability to make inferences from the context.

D. Written production:

Be able to write an argumentative text with coherence and cohesion.

This involves being able to structure ideas, illustrate them.

To be able to achieve these objectives, the learner must acquire the linguistic skills corresponding to this level.

Vocabulary: Master the essential vocabulary of the business world.

Grammatical competence: Communicates correctly in familiar and business contexts. Good grammatical control to ensure that the general meaning remains clear, despite clear influences from the mother tongue.

Semantic competence: Organize meaning and structure ideas using the linguistic resources acquired.

Phonological competence: Pronounce in a clearly intelligible way without pronunciation errors causing a change in meaning.

Spelling competence: Produce a piece of writing in which the spelling and

punctuation are generally correct enough to be understood.

Competency developed:

- Be able to communicate information and knowledge clearly and comprehensibly, both orally and in writing.

Prior knowledge

Knowledge of language-learning techniques and skills.

Prerequisites

To have passed French 1 or to have demonstrated sufficient knowledge with the placement test (the placement test result is valid for 12 months).

Teaching methodology

Approach:

Learning practical, utilitarian French.

Learning is based on precise, realistic, varied and stimulating tasks that focus on communication.

Students will be encouraged to reflect on the meaning of documents, solve problems and make decisions during real exchanges within the class.

They will also take part in a Francophone solidarity project.

Participative sessions:

- Classes take place in small groups and are based on the active participation of the learner.
- Practice in understanding documents, both written and audiovisual.
- Exercises to develop concrete skills or assimilate structures and vocabulary (oral and written).
- Simulation of communicative situations to be solved, exchange of information, debates, solving tasks individually or in groups.
- Explanation of new structures and clarification of problems by the teacher.

Independent work:

The course requires regular work outside class in order to assimilate the material:

- Exercises to help assimilate what has been seen in class.
- Phonetics exercises.
- Regular written expression tasks.
- Preparation of presentations.
- Independent study and practice of vocabulary and grammatical structures tested in class.
- Exam preparation.

Description

Good reasons to learn French:

Course contribution to program

- Language spoken on 5 continents and in 106 countries.
- Language spoken by 300 million people (600 million in 2050).
- Second most taught foreign language in the world, after English.
- Business language, present in many industrial sectors: aviation, oenology, fashion, luxury goods, automobile.
- The language of international relations, official or co-official language in many organizations: OECD, UN, International Olympic Committee, FIFA, European Union, etc.
- A digital language: 4th most popular online language in terms of social media users and web content.
- French is used to debate, synthesize and summarize in cultural fields such as: cinema, theatre, museums, literature, gastronomy, philosophy, history, etc.

These days, flexible, multilingual communication skills are just as necessary as cultural preparation. On the other hand, globalization is also affecting the job market in such a way that an ESADE graduate is competing not just with another graduate from Spain, but from all over the world - young people who are often multilingual and culturally sensitized by stays abroad.

At ESADE, students have the opportunity to acquire a third language at a level that will enable them to :

- complete their university education abroad (in a country where that language is spoken)
- take advantage of work opportunities abroad
- be at an advantage when applying for a job in a French company.

Short description

WORKLOAD DISTRIBUTION

Participatory sessions: 50 hours approximately + independent study

Content

#	Topic
1	My home Communication objectives -Situating in space -Describe a home (rooms, furniture and objects), -Talk about different types of accommodation, their advantages, and disadvantages. -Talk about renting, tenants, and rents. -Choosing a flatmate/presenting their lifestyle and interviewing a prospective flatmate. -Talk about past events Cultural/intercultural objectives -Housing in the future -Shared accommodation in France -Holiday accommodation: home swaps, bed and breakfasts in Paris -Moving day in Quebec -French furniture company Maisons du monde - A French-speaking artist: Stromae Grammatical objectives -Present tense (revision) -Possessive adjectives (revision) -Demonstrative adjectives (revision) -Location in space and prepositions before countries -The compound past tense: the auxiliaries 'to have' and 'to be', pronominal verbs Lexical objectives -The

#	Topic
1	house, rooms, furniture and decorative objects -Everyday verbs Learning strategies -Listening comprehension strategies: work on listening and detailed comprehension using videos and a song. -Written production strategy: construct an essay. - Oral production strategy: work on detailed oral description.
2	My home Communication objectives - Situating in space - Describe a home (rooms, furniture and objects), - Talk about different types of accommodation, their advantages, and disadvantages. - Talk about renting, tenants, and rents. - Choosing a flatmate/presenting their lifestyle and interviewing a prospective flatmate. - Talk about past events Cultural/intercultural objectives -Housing in the future -Shared accommodation in France -Holiday accommodation: home swaps, bed and breakfasts in Paris -Moving day in Quebec -French furniture company Maisons du monde - A French-speaking artist: Stromae Grammatical objectives - Present tense (revision) - Possessive adjectives (revision) - Demonstrative adjectives (revision) - Location in space and prepositions before countries - The compound past tense: the auxiliaries 'to have' and 'to be', pronominal verbs Lexical objectives - The house, rooms, furniture and decorative objects - Everyday verbs Learning strategies - Listening comprehension strategies: work on listening and detailed comprehension using videos and a song. - Written production strategy: construct an essay. - Oral production strategy: work on detailed oral description. 2. The city Communication objectives - Argue about your preferred place to live: town or country - Argue about the quality of life in your town - Tell a story in the past tense - Take part in a debate Cultural/intercultural objectives 4 French-speaking towns: Abidjan, Brussels, Geneva, and Montreal - Living in Montreal - The Cantal, operation seduction - Visit to Nantes - Marseille in the Middle Ages - Indian Paris - The biography of Coco Chanel - Discover a French singer: songs in the past tense Grammatical objectives - The future tense - The imperfect tense - Narrating in the past tense: the compound past and the imperfect past - Direct and indirect supplementary pronouns Phonetics - Pronunciation of the passé composé and the imparfait - Lexical objectives - The city, transport, ecology, education, health, climate - The living environment, the character of the inhabitants Learning strategies - Written production strategies: choose the correct tenses in a narrative in the past tense. - Oral production strategy: anticipate arguments for and against to take part in a debate and interaction in pairs & know how to present a clear and convincing project.
3	Experiences Communication objectives - Talk about food, recipes, and menus - Recommend or advise against restaurants and hotels - Talk about holidays Cultural/intercultural objectives - French cuisine - Unusual foods - The recipe for Quiche Lorraine - A prison restaurant - Green hotels in Sweden - Unusual hotels - Luxury wedding in Thailand - Marseille soap factory Grammatical objectives - Articles, negative articles (pas de), adjectives and quantities - Negation (ne... pas, ne... pas du tout, ne... plus, ne... rien, ne... jamais, etc.) - Negation in the past tense - The relative pronouns qui, que, où Lexical objectives - Food and catering - Hotels and tourism Learning strategies - Interaction strategies: arguing your point of view, asking questions and challenging someone. - Written production strategies: structure the narrative of a personal experience in the past tense.

Assessment

Tool	Assessment tool	Category	Weight %
------	-----------------	----------	----------

Tool	Assessment tool	Category	Weight %
Written and/or oral exams	Oral mark + Written mark	Ordinary round	100.00%
Written and/or oral exams	Retake Exam	Retake	100.00%

PROGRAMS

BBA15-Bachelor of Business Administration (BBA) (Undergraduates: Business)

BBA15 Year 2 (Optative)

BBA15 Year 3 (Optative)

BBA15 Year 1 (Optative)

BBA15 Year 4 (Optative)

BBA20-Bachelor of Business Administration (BBA) (Undergraduates: Business)

BBA20 Year 3 (Optative)

BBA20 Year 1 (Optative)

BBA20 Year 4 (Optative)

BBA20 Year 2 (Optative)

BBA23-Bachelor of Business Administration (BBA) (Undergraduates: Business)

BBA23 Year 4 (Optative)

BBA23 Year 2 (Optative)

BBA23 Year 3 (Optative)

BBA23 Year 1 (Optative)

BBE15-Bachelor of Business Administration (BBA) (Undergraduates: Business)

BBE15 Year 2 (Optative)

BBE15 Year 3 (Optative)

BBE15 Year 1 (Optative)

BBE15 Year 4 (Optative)

BBE20-Bachelor of Business Administration (BBA) (Undergraduates: Business)

BBE20 Year 3 (Optative)

BBE20 Year 1 (Optative)

BBE20 Year 4 (Optative)

BBE20 Year 2 (Optative)

DBAI21-Double Degree in Business Administration and Artificial Intelligence for Business (Undergraduates: Business)

DBAI21 Year 2 (Optative)

DBAI21 Year 3 (Optative)

DBAI21 Year 1 (Optative)

DBAI23-Double Degree in Business Administration and Artificial Intelligence for Business (Undergraduates: Business)

DBAI23 Year 1 (Optative)

DBAI23 Year 2 (Optative)

GBD23-Double Degree in Business Administration and Law (Undergraduates: Law)

GBD23 Year 4 (Optative)

GBD23 Year 2 (Optative)

GBD23 Year 5 (Optative)

GBD23 Year 3 (Optative)

GBD23 Year 1 (Optative)

GDL23-Double Degree in Law and Global Governance, Economics and Legal Order (Undergraduates: Law)

GDL23 Year 4 (Optative)

GDL23 Year 2 (Optative)

GDL23 Year 5 (Optative)

GDL23 Year 3 (Optative)

GDL23 Year 1 (Optative)

GED20-Bachelor in Law (Undergraduates: Law)

GED20 Year 4 (Optative)

GED20 Year 2 (Optative)

GED20 Year 3 (Optative)

GED20 Year 1 (Optative)

GEL23-Bachelor of Global Governance, Economics and Legal Order (Undergraduates: Law)

GEL23 Year 3 (Optative)

GEL23 Year 1 (Optative)

GEL23 Year 4 (Optative)

GEL23 Year 2 (Optative)