



Course Outline - Nice, France

The below information is to assist students and teachers who wish to receive credit for this program via their College or University.

FRENCH DEPARTMENT, CREDIT INFORMATION (if applying for credit)

This course is intended for students who want to receive University credits for FRENCH Language courses. The chief goals are to expand vocabulary and conversational skills, strengthen grammar and to introduce key social issues and culture. The course, taught entirely in French, introduces new vocabulary and emphasizes grammatical rules within the context of specific themes chosen to enhance students' familiarity of customs or cultural institution that shape daily life.

Language Course Contents - Standard Two Week Course

Beginner Level:

Day 1: Initial exam and introductory speech. Common expressions of greeting, role-play introduction and exchanging of personal information are discussed, words associated with arriving at an airport and being met by a representative who is a native language speaker. The verb "to be" in positive and negative sentences, questions and short answers. Numbers 1-10.

Day 2: Review. The alphabet and associating letters of the alphabet with vowel sounds from the phonemic chart. Using the context of filling out forms at a reception desk in a hotel, the students will have to use the alphabet and numbers to spell names, addresses, etc.

Day 3: Learning countries and nationalities and possessive adjectives. In the context of a party for international students, the students will learn the phrases 'Where's he from?' and 'What's her name?' This will lead to a study of nationalities and possessive adjectives with a role-play of conversations at a party with international guests.

Day 4: In the context of a classroom, students will learn names for common classroom objects like dictionary, window, pencil, etc. They will also learn common classroom expressions like 'What's this in the language being studied, 'How do you spell it?', etc. They will also learn common classroom commands like 'Close your books', 'Look at the board', etc. The auxiliary 'don't' for negative commands.

Day 5: In the context of an international conference, students will learn the numbers 11-100. They will use these numbers, the alphabet and nationalities to complete a form for a conference. They will then learn the contracted form of the different forms of 'be' and use these to ask and answer questions about people at a conference. The students will read a conference schedule and answer questions about it.

Day 6: In the context of travelling by train, students learn things many travellers carry with them like passport, wallet, key, etc. Students learn the articles and ask and answer questions regarding what they take with them while travelling. They read and listen to a text about thing lost on the underground. The students learn regular plural forms.

Day 7: In the context of a lost property office, students learn more vocabulary for day-to-day household items and the article 'the' along with several pronouns, prepositions and articles such as 'this', 'that', 'these' and 'those'. They also learn the prepositions 'on', 'in', 'under' and 'next to'. They use these words and the object vocabulary to describe a room in a picture and a room in their own home. The students use this vocabulary to play other language games.

Day 8: In the context of world languages, the students learn the present simple for positive and negative sentences, questions and short answers. They also learn some easy verbs like 'like, dislike, speak, play', etc. They also learn some words for foods and drinks and talk about their likes and dislikes.

Day 9: Students learn names of common professions and the expression 'What do you do?' They also learn the third person singular 's' and use that to talk about what profession they would like to do and not do and different things that people in different professions have to do.

Day 10: In the context of international travel, the students learn to read the clock in the language. They learn the expression 'What's the time?' Students ask and answer questions about time in different world cities. They then talk about what people do at different times in different countries. Using examples, they revise the present simple, their verbs and their nationalities.

Elementary Level:

Day 1: Initial exam and introductory speech. Review of the present simple tense. In the context of talking about stars, introduce adverbs of frequency and talk about what the stars, always, never, etc. do. A quiz about how the students study, using adverbs of frequency.

Day 2: The students read an article about life in the country being visited and answer questions about it. They learn 'in, at and on' as prepositions of time and learn time expressions they go with. They ask and answer questions regarding what time they do certain things. They learn cardinal numbers as expressions of frequency and they expression 'How often do you...?'

Day 3: In the context of world music, the students learn words for different styles of music and adjectives to describe them. The students learn object pronouns and use them to talk about different singers. They learn the expression 'What do you think about...?' They listen to singers talk about their favourite room in their houses. Students learn the use of some and any as the singers talk about objects in their houses.

Day 4: In the context of a murder mystery, the students are introduced to the past simple of the verb 'to be'. They listen to and read about a murder and answer questions about it. They then have to make up dialogues for suspects who have to tell where they were at particular times. Role-play of a murder investigation.

Day 5: In the context of going out in different countries, the students learn regular and irregular past forms of verbs. The students read about life in different countries, match verbs to nouns (collocations) and then learn their past forms. Lastly, they do a class survey about what they did the previous Saturday night.

Day 6: The students learn how to say and write days, months and dates in the language being studied. They listen to someone describing what they did the previous day and answer questions about it. They then learn 1st, 2nd, 3rd, etc., and pay special attention to the pronunciation of difficult sounds. They then ask and answer questions about when they were born and other important life events. They then do a survey about where, when, at what time, etc. they were born.

Day 7: In the context of talking about a movie, the students learn the present continuous. They learn collocations to talk about what people are doing at a certain point in the movie. The students learn the form and function of the present continuous for positive and negative statements, questions and short answers.

Day 8: In the context of talking about clothing, the students learn the difference between the present simple and continuous. They will learn vocabulary of clothing and listen to a fashion commentator talking about what people are wearing. They will then listen to another commentator talking about what people normally wear. The students will do a survey on clothes.

Day 9: In the context of lotteries, the students learn 'going to' to talk about future plans. They will listen to some broadcasts about a woman who won a lottery and how she plans to spend the money. The students have to answer questions about the text. They then learn the form and function of 'going to' for future plans. They do exercises, talk about their own future plans and ask and answer questions with other students about their future plans. The students do a survey regarding future plans for people of different ages.

Day 10: In the context of a trivia quiz, the students learn comparative adjectives using the word 'than'. The quiz combines language study with other school subjects they have at school. The questions all include comparisons. The students then learn comparative form and function and practice by asking and answering questions about film stars and then about themselves. It also serves as a review of the adjectives they have learnt.

Pre-Intermediate Level:

Day 1: Initial exam and introductory talk. A get to know you activity. A review of past simple regular and irregular verbs in the context of talking about holidays.

Day 2: In the context of a social function, students learn the form and function of the present perfect tense used to talk about life experience. Particular attention will be paid to past participles. Pronunciation will focus on the difficult sounds and letter combinations. The students will speak about life experience.

Day 3: The students will compare the usage of the past simple and the present perfect. They will learn to identify words that will signal the use of one tense or the other with emphasis on 'ever and never'. The students will learn the past participles of some more irregular verbs. They will read a text which highlights the differences between the two tenses and do a listening based on the reading text.

Day 4: In the context of jobs, the students will learn 'have to/don't have to' to show obligation or lack of obligation. They will review jobs and say what the people have to/don't have to do in each profession. They will read an article about different professions and answer questions about it. They will then pick out adjectives describing the jobs and learn them. They will then use the adjectives to talk about the job that they would like to do in future. The students will play a language game in which someone describes a job and the others have to guess the name of the job.

Day 5: While talking about pop stars and their possessions, the students will learn about possessive pronouns and possessive adjectives and contrast them with object pronouns. They will have a lot of practice at this. They will then learn a popular song which uses these words.

Day 6: In the context of setting up a date, the students learn the function of using the present continuous for future arrangements. They will review how to say dates (i.e. 3rd May 2004) and some common collocations to do with meeting people. The students will see an informal letter from a friend informing another friend of their travel arrangements and start being acquainted with the layout of an informal letter. They will then learn how to invite someone out and how to accept or refuse an invitation. They will finish the lesson by talking about their future arrangements.

Day 7: In the context of a murder mystery, the students will learn the past continuous and compare its function with the past simple. They will put together a murder mystery and learn vocabulary associated with it. Pronunciation will focus on 'was/were'. The students will then use the language to talk about what they were doing at particular times in the past and what they normally do at particular times.

Day 8: The students will read about people who have moved from one place to another. In this context they will learn about comparative adjectives. Pronunciation will focus on the weak forms of 'as' and 'than'. The students will speak and compare their city/country with other cities/countries.

Day 9: The students will discuss what they would do in certain circumstances. In this context they will learn about the first conditional for possible situations. Special attention will be paid to using the present simple to talk about the future. The students will play the 'If....' game.

Day 10: While discussing adverts, the students will learn about superlative adjectives. Pronunciation will focus on the weak form of 'the'. They will have a quiz about things that are the oldest, the richest, the most dangerous, etc., and will then write their own quizzes. They will end the lesson by describing either their hometown or the school and saying what is the best, the oldest, etc.....

Intermediate Level:

Day 1: Initial exam and introductory talk. A familiarization activity which includes a review of question forms and a writing correction exercise.

Day 2: In the context of talking about relationships, the students read an article, learn phrasal verbs about relationships and answer questions. They then learn reflexive pronouns and 'each other' and the difference between the present perfect simple and continuous.

Day 3: In the context of talking about health, the students will read a text and answer questions about it. They then look at collocations having to do with health and a healthy lifestyle. Grammar will focus on quantifiers with countable and uncountable nouns, especially looking at food. Conversation will be about healthy and unhealthy things in their lifestyles.

Day 4: The students will describe their typical day at school, how long they stay there, etc. and then tell what they know about school days in different countries. The students will learn vocabulary dealing with education and the local education system. They will then learn 'make/let/ be allowed'. They will then do a survey about school systems and listen to a text about schools in that country.

Day 5: In the context of 'money', the students will match up some famous quotations about money. They will also learn some vocabulary dealing with money like 'lend/borrow', 'inherit/invest', etc. The students will then answer a questionnaire about what they would do if... regarding money. This will then lead into a presentation of the second conditional. Pronunciation will focus on the difference between contractions in the first and second conditionals. Lastly, the students will listen to a text about a young woman who lost her inheritance.

Day 6: The students will learn vocabulary about cars and driving and complete a quiz about driving to use their vocabulary. They will then listen to a famous British athlete talking about his dream car. This will lead to a presentation of the past perfect. Pronunciation will focus on contracted forms and linking. Students will then read and re-order two texts about bad car trips. They will then talk about bad trips they've had and end by having to write about one of their experiences.

Day 7: In the context of things that annoy you, the students will talk about different types of noise pollution and rate what is the most annoying for them. This will lead into a presentation of defining and non-defining relative clauses. The students will learn to use these to add detail to written stories and will then be given story heads and have to fill them out with relative clauses.

Day 8: In the context of the cinema, the students will talk about some famous films and films they've seen recently. They will learn vocabulary dealing with the cinema and use that to ask and answer questions. This will lead to a presentation of the passive voice. The students will learn its formation in all tenses and its main functions. They will practice by looking at and rewriting film reviews.

Day 9: Students will talk about their last holiday and will learn vocabulary about travelling. They will read a brochure about a holiday to New York and answer questions about it. They will then listen to two people who went on the holiday and are complaining about it. That will lead to a presentation of reported speech. The students will learn how to transform direct into reported speech in all tenses.

Day 10: The students will do a quiz about pop music and learn vocabulary dealing with it. They will then ask and answer each other questions about types of music they like, etc. The students will then read an article about a popular local musical band or group and look at the narrative tenses used in it. Pronunciation will focus on the weak and strong forms of was/were.

Upper Intermediate Level:

Day 1: Initial exam and introductory talk. In the context of the sense of humour in the country being visited, the students will learn vocabulary regarding humour. They will then ask and answer questions about their own sense of humour. They will then listen to and read some jokes for comprehension. The lesson will end by watching extracts of some native comedians.

Day 2: In this lesson the students will learn about famous historical figures. They will read a text and learn skills for reading a story quickly and understanding its main message. Grammar will focus on modal verbs plus 'have' for past deductions. They will then listen to a text about several famous historical figures and answer questions about it. Pronunciation will focus on commonly mispronounced words.

Day 3: Talking about the differences between men and women, students will learn common expressions for generalising. They will then do a questionnaire and discuss it. They will read a text and learn how to guess context from headings. They will then learn vocabulary in the text and discuss it. They will listen to a radio programme about sexism and answer questions.

Day 4: In the context of talking about animal rights, students will read a text about chimpanzees learning English. They will both learn how to read a text quickly by looking at topic sentences and answer questions about the text. They will learn vocabulary regarding animals, the environment and conservation. Grammar will focus on the difference between the present perfect simple and continuous.

Day 5: In the context of unexplained phenomenon, students will listen to a radio programme, answer questions about it and discuss its content. This will lead to a focus on relative clauses. The students will then have to use relative clauses to write more interesting articles. Vocabulary will focus on words with more than one meaning while pronunciation will focus on commonly mispronounced letter combinations.

Day 6: In the context of crimes and criminals, the students will learn vocabulary for this subject. They will listen to a radio programme about crime and answer questions about it. This will lead to a focus on prepositions plus gerunds and expressions which change meaning because of the verb changing from infinitive to gerund. Reading will focus on the difference between styles of two articles written about the same incident. The students will then have a debate about what, if any, sentences should be given to people who commit different crimes.

Day 7: In the context of Life in America, students will read a text about McDonalds and will learn to distinguish fact from opinion in articles. This will lead to a focus on passive forms and functions. Students will discuss different aspects of life in America compared to other countries.

Day 8: The students will have an introduction to some works of a famous play-write. They will read summaries of them and answer questions about them. They will then read an extract from an original and a modern version of a play and compare the two versions, seeing how the language has changed. Vocabulary will focus on abstract nouns. The students will then act out a scene of a play that they have studied in class.

Day 9: Talking about truth and lies, the students will learn vocabulary regarding lying. They will then do a questionnaire about their attitudes to lying. Grammar will focus on reported speech. Reading and speaking will focus on summarising and reporting what one has read. Pronunciation will focus on difficult sounds. The students will then have to speak about times they lied or caught someone else lying.

Day 10: Talking about memory, students will learn the skill of word building to aid vocabulary retention. They will answer a questionnaire about their own memory and will then read a text about memory techniques. Grammar will focus on both, either, neither, some, any, etc. Listening will focus on skills for understanding people speaking quickly and extracting information.

Advanced Level:

Day 1: Initial exam and introductory talk. The students will talk about languages and the need for official languages. They will read two opposing articles about the need for official languages and then role play different people in a discussion. They will then start drafting a paper regarding the use of English in the classroom.

Day 2: In the context of coincidences, the students will talk about whether they are or know anyone who is an identical twin. Do these people have a special relationship? Are they very similar? They will then read an article about identical twins and coincidences and answer questions about it. They will then look at the layout of the article and discuss different organisational possibilities for articles. Grammar will focus on narrative tenses and pronunciation will focus on more difficult sounds.

Day 3: The students will look at education and educational systems and will have a debate about ideas associated with education. Listening will focus on picking out phrases used in debates which will then be looked at more in the Vocabulary section, along with multi-word verbs. Grammar will focus on future forms.

Day 4: Will look at local-language books and films. Grammar will focus on question forms to ask for information about books and films. The students will talk about their favourite film or book. They will then look at several book and film descriptions and say which are which and then match them up with their titles. They will pick out the features of the descriptions. They will then watch a film and have to write a piece to critique it.

Day 5: The students will do a questionnaire about colour and emotions. They will then do a quiz about their character and find out how their answers are associated with certain colours. They will then discuss whether their answers on their first quiz matched up with those of their second. Vocabulary will focus on expressions of contradiction and word formation. Grammar will focus on the differences between 'it' and 'there'. The students will then do a project about colour for class presentation next week.

Day 6: Presentation of class projects. The rest of the lesson will focus on stress, intonation and public speaking.

Day 7: In the context of animal rights, the students will look at different aid organisation. They will listen to a person speaking about animal cruelty and answer questions about it. They will then analyze it for techniques of effective argumentation. The students will then read articles about different aid organisations and compare their methods of operation and answer questions about them. They will then discuss what they think about these aid groups.

Day 8: The lesson will look at gender differences. Students will compare the upbringing of boys and girls and say what they think about gender differences. Are they biological or societal? Vocabulary will focus on gender- and culture-related words and expressions. They will read an article about co-education and speak about it, then focus on 'one' as a substitute word. Listening will be about women's lives in different countries and cultures.

Day 9: Will look at life in the future. Students will make predictions about what life will be like 50 and 100 years from now. That will lead to a look at different future forms. The students will look at some graphs and see how that information is demonstrated in an article. They will then learn words which can be used to describe change. They will then have to use this language to write articles about information presented in graphs and charts. Lastly, the students will read several excerpts from articles about technology and answer questions about them.

Day 10: In the context of creativity, the students will listen to interviews with several inventors and creative people and answer questions about them. They will then look at the speakers' use of pauses for effect and analyze their use. Vocabulary will focus on collocations the speakers used. The students will then have to write a one-minute speech about one of the interviewees using some of the new vocabulary and planning pauses. The students will then read an analysis of a poem and write a short poem of their own about the course.

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