

Affaires globales: Instructor Guide

This instructor guide presents suggestions for organizing and animating a French for the Professions course using *Affaires globales*. The guide opens with information regarding pacing plans and suggested weekly schedules and also offers unit-by-unit tips for teaching specific activities. Supplementary resources, helpful grammar points to review, and films that connect with unit topics are also included.

Using *Affaires globales*

Affaires globales is intended to be used over one semester either online, hybrid, or in person, ranging from forty-five to forty-eight contact hours. It could, however, be used over an entire academic year should teachers wish to supplement or fully engage their students in all the book's many activities and projects. The integrative unit structure and user-friendly layout help foster a dynamic course-long dialogue centered on the themes of entrepreneurship, sustainable development, and global engagement. The seven units, or *unités*, are organized such that each introduces a new topic yet also connects with other units via these underlying themes. This thematic approach helps activate critical thinking via ongoing discussion and debate on these timely topics. Communicative tasks in each unit also build upon previous exercises. More sophisticated presentational writing tasks are progressively introduced as well, including the crafting of formal letters, summaries, and detailed reports. Interpersonal and presentational speaking tasks are also scaffolded in this fashion, using situated practice, self-reflection, and observation exercises to help students improve speaking skills. A variety of activities and task-based assignments permit the instructor to select material that best corresponds to student interests and proficiency levels.

This guide is divided into two sections. The first part of the guide provides information regarding:

- Unit structure
- Suggested pacing plans and weekly schedules for in-person and online courses
- Evaluation and testing recommendations

The second section presents a unit-by-unit guide to:

- Principal objectives and cultural themes of each unit
- Suggestions for grammar review
- Recommendations for supplementary activities and materials including films, audio clips, and podcasts that connect with unit topic
- Tips for presenting and teaching each activity

Part One

- Overview of Unit structure and activities
- Suggested pacing plans and weekly schedules
- Evaluation and testing recommendations

Unit Structure

Each one of the seven units (*unités*) is divided into three sections (*Points interculturels*) that introduce different aspects of the unit's theme. Each section is composed of three authentic texts, each one followed by a series of comprehension questions: an infographic (*Analyse d'une infographie*), a short video (*Ça s'explique!*), and a reading passage (*Découverte d'une idée*). These exercises should be the primary focus of study, as they prepare students for the range of activities that support the learning outcomes of each unit. Within each unit, the following categories also appear:

Vocabulaire à activer: Each section opens with key vocabulary structures and expressions that reflect an authentic use of the French language in a global context. Students should read over these structures at home, or might work with partners in class to identify key vocabulary.

Entrée en matière: Broader questions at the beginning of each section prompt students to consider new concepts from their own perspective. Questions may be discussed as a whole class or in groups, or used as writing prompts.

Analyse d'une infographie: Each section begins with an engaging visual prompt, either an authentic infographic or an image related to unit themes. The comprehension questions that follow each image direct students to focus on key facts or trends in the data.

Ça s'explique!: Audiovisual materials from around the francophone world, such as interviews or televised reports, introduce different cultural perspectives, as well as linguistic variation. All sources are accessible via the website. Audiovisual materials are indicated by the icon. If played in class, instructors will want to play videos twice; once for general comprehension and to train students to use visual cues, and a second time for a closer understanding. Comprehension questions focus on both understanding and analysis.

Découverte d'une idée: Increasingly challenging readings delve into key issues that explore contemporary issues in the francophone business world. These readings will generally be assigned for out-of-class work; students should use the comprehension questions to verify their understanding of the text ;instructors may wish to assign these for homework.

Avez-vous compris?: Comprehension questions check understanding of primary sources and encourage learners to reflect more deeply on the context of the sources and how they relate to their

own lives. Instructors may wish to assign these as written work, or use questions as the basis of whole class or group discussions. After this material is introduced, students explore it further through case studies and interviews. They then have an opportunity to apply what they are learning to their ongoing start-up project.

Cas d'entreprise: Short scenarios at the end of each unit zoom into real-life case studies that reflect business practices from around the francophone world. Each one is followed by an activity or a series of questions.

Perspectives professionnelles: Each unit concludes with an interview with a professional in a field related to the unit's theme.

Lancer une start-up: At the end of each unit, teachers will find scaffolded activities designed to lead students through the steps of creating a start-up company, from start to finish.

The start-up project offers students a chance to develop their own entrepreneurial venture. Using a step-by-step process, students first brainstorm about possible ideas for a start-up and then undertake a series of concrete steps that culminate in a final project pitch. This ongoing activity connects with unit themes and invites students to reflect on the cultural dimensions of entrepreneurship.

Repères professionnels: Throughout the text there are also references to the Appendices, which present expanded resources on key topics such as composing letters or drafting presentations. Students will also find a list of key expressions for both oral and written communication. Directions to references are indicated by the icon.

Unit activities

Each unit includes a variety of activities, marked by the icons below:

Ça se discute!: Pair and group activities give learners the opportunity to explore topics with their peers.

Tâches pratiques: Short, targeted activities are designed to offer students practice with new vocabulary and structures.

Pour approfondir: Expansion activities are designed to develop critical thinking as students explore particular themes in more depth. Many of these may be completed at home, while others are designed as brief-research activities for small groups.

Blog: Prompts for blog entries offer practice in interpersonal writing and invite students to develop ideas and engage in research related to the unit themes. Blogs can be created via a password-protected

course management system (e.g., Sakai, Canvas) or through an independent site (e.g. WordPress, Wix). Students should be encouraged to read and comment on each others' blogs.

Tâches professionnelles: These task-based activities are modeled after the Paris Île-de-France Chamber of Commerce and Industry (CCI Paris Ile de France) professional exams and provide useful practice for the Business exam (*diplôme de français des affaires*) and International Relations exam (*diplômes de français des relations internationales*). The “tâches pro” activities are designed to help students incorporate new vocabulary and learn about the structure and conventions of a range of professional writing tasks. More information about these exams may be found here:

<https://www.lefrancaisdesaffaires.fr/en/tests-diplomas/diplomas-DFP/>

Débat d'idées: Structured debates help develop advanced interpersonal communication skills as students learn to support their ideas with evidence.

Appendices: The appendices offer guidelines for writing professional documents and *actes de parole*, which provide phrases and expressions useful in both oral and written communication. These resources directly support communicative activities throughout the book.

Suggested pacing plans

Affaires globales is designed for a 15-week college semester with courses that meet two or three times per week (see below for samples). The textbook is easily adaptable to a quarter system or an online environment, whether the model is hybrid or entirely asynchronous. It is recommended that instructors complete Unités 1-4 and then select additional units or *Points interculturels* from the remaining units that correspond to instructor or student interests: Unité 5 - International Relations, Unité 6 - Global Health, Unité 7 - Entrepreneurship and Sustainability.

Sample unit schedule for 15-week face-to-face courses that meet three times per week for 50 minutes or two times per week for 75 minutes

Point interculturel #1

- Overview of questions culturelles
- Entrée en matière
- Analyse d'une infographie
- Ça s'explique: video clip
- Découverte d'une idée: reading passage
- Blog post

2-3 Pair or Group Activities

Point interculturel #2

Entrée en matière

Analyse d'une infographie

Ça s'explique: video clip

Découverte d'une idée: reading passage

Professional writing task (tâche pro)

2-3 Pair or Group Activities

Point interculturel #3

Entrée en matière

Analyse d'une infographie

Ça s'explique: video clip

Découverte d'une idée: reading passage

Cas d'entreprise

Perspectives professionnelles

Lancer une start-up project

2-3 Pair or Group Activities

For online courses:

For each unit, students prepare these sections independently:

Analyse d'une infographie

Ça s'explique: video clip

Découverte d'une idée: reading passage

For online discussion meetings, the interactive activities in these sections enable students to exchange ideas, incorporate new vocabulary and engage in critical thinking:

Ça se discute

Tâches pratiques

Pour approfondir

Débats d'idées

Lancer une start-up project

Evaluation and testing

The *tâches pro* included in each unit can be used to evaluate both students' mastery of unit material and application of critical thinking skills to specific professional situations. In addition, the infographics, audio and video clips, and readings, as well as suggested films and supplementary activities, offer ample material to create quizzes, exams, and professionally-themed oral and written evaluations that not only verify student mastery of new material but also challenge students to apply critical thinking skills. Here are some suggested methods for evaluation and assessment:

- Short vocabulary quiz
- Reading passage with comprehension questions
- Audio or video clip with comprehension questions
- Essay prompt related to a unit theme
- Creative project related to a unit theme
- Research project related to a unit theme (research paper or slides recorded as screen cast)
- Oral activities and evaluations: telephone call; mock internship/job interview; role-play in meeting simulation; in-class presentation of start-up project
- Integrated performance assessments (IPA) related to unit themes

Sample 15-week semester with all seven units covered (two days per week)

	mardi	jeudi
Week 1	Introduction au cours	Unité 1
Week 2	Unité 1	Unité 1
Week 3	Unité 2	Unité 2
Week 4	Unité 2	Interviews

Week 5	Unité 3	Unité 3
Week 6	Unité 3	Révision/Film
Week 7	Examen	Congé/Fall Break
Week 8	Unité 4	Unité 4
Week 9	Unité 4	Unité 5
Week 10	Unité 5	Unité 5
Week 11	Unité 6	Unité 6
Week 12	Unité 6	Atelier sur les présentations
Week 13	Unité 7	Unité 7
Week 14	Unité 7	Presentations
Week 15	Presentations	Conclusions (Examen Final pendant la période des examens)

Sample 15-week semester with all seven units covered (three days per week)

	lundi	mercredi	vendredi
Week 1	Introduction au cours	Unité 1	Unité 1
Week 2	Unité 1	Unité 1	Unité 1
Week 3	Unité 2	Unité 2	Unité 2
Week 4	Unité 2	Unité 2	Unité 2
Week 5	Unité 3	Unité 3	Unité 3
Week 6	Congé Fall Break	Unité 3	Unité 3
Week 7	Examen de mi-semestre	Unité 4	Unité 4
Week 8	Unité 4	Unité 4	Unité 4

Week 9	Unité 4/5	Unité 5	Unité 5
Week 10	Unité 5	Unité 5	Unité 5
Week 11	Unité 6	Unité 6	Unité 6
Week 12	Unité 6	Unité 6	Unité 6
Week 13	Unité 7	Unité 7	Unité 7
Week 14	Unité 7	Unité 7	Unité 7
Week 15	Presentations	Presentations	Conclusions (Examen Final pendant la période des examens)

Sample 15-week semester with six units covered (four 75-minute sessions per unit)

	mardi	jeudi
Week 1	Introduction au cours	Unité 1
Week 2	Unité 1	Unité 1
Week 3	Unité 1	Unité 2
Week 4	Unité 2	Unité 2
Week 5	Unité 2	Unité 3
Week 6	Unité 3	Unité 3
Week 7	Unité 3	Examen
Week 8	Fall Break	Unité 4
Week 9	Unité 4	Unité 4
Week 10	Unité 4	Unité 6
Week 11	Unité 6	Unité 6

Week 12	Unité 6	Unité 7
Week 13	Unité 7	Unité 7
Week 14	Unité 7	Presentations
Week 15	Presentations	Conclusions (Examen Final pendant la période des examens)

Sample 15-week semester with six units covered (three days per week)

	lundi	mercredi	vendredi
Week 1	Introduction au cours/ Unité 1	Unité 1	Unité 1
Week 2	Unité 1	Unité 1	Unité 1
Week 3	Unité 1	Unité 2	Unité 2
Week 4	Unité 2	Unité 2	Unité 2
Week 5	Unité 2	Unité 2	Congé Fall Break
Week 6	Unité 3	Unité 3	Unité 3
Week 7	Unité 3	Unité 3	Unité 3
Week 8	Unité 3	Examen de mi-semestre	Unité 4
Week 9	Unité 4	Unité 4	Unité 4
Week 10	Unité 4	Unité 4	Unité 4
Week 11	Unité 6	Unité 6	Unité 6
Week 12	Unité 6	Unité 6	Unité 6
Week 13	Unité 6	Unité 7	Unité 7
Week 14	Unité 7	Unité 7	Unité 7

Week 15	Unité 7	Presentations	Conclusions/Presentations (Examen Final pendant la période des examens)
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Part Two

- Principal objectives and cultural themes of each unit
- Suggestions for grammar review
- Recommendations for supplementary activities and materials including films, audio clips, and podcasts that connect with unit topic
- Tips for presenting and teaching each activity

Unité 1: Communiquer en entreprise

In this opening unit, students learn about codes and behaviors of workplace culture and have an opportunity to introduce themselves and get to know their classmates. The first section, “codes sociaux,” focuses on greetings and introductions as well as communication via phone and email. In the second section, “réunions d’affaires,” the focus shifts to the codes and practices of meeting culture. The final section, “communication interculturelle,” opens up a broader discussion of intercultural negotiation and navigation of cultural pitfalls. Oral and written activities throughout the unit prompt students to incorporate new vocabulary and phrases and to reflect on cultural practices.

Suggested Grammar points for review

- Le présent
- Les adjectifs
- L’interrogatif
- Les adverbes
- Le comparatif

Films that complement unit themes

- *L’auberge espagnole*. Dir. Cédric Klapisch. 2002. (France) 122 min.
- *Né quelque part*. Dir. Mohamed Hamidi. 2013. (France, Algeria) 82 min.
- *Samba*. Dir. Olivier Nakache. 2014. (France) 119 min.
- *Au service de la France*. Dir. Alexandre Courtès. 2015-18. (France) 24 ~25 min. episodes
- *Dix pour cent*. Dir. Fanny Herrero. 2015-2020. (France) 24 ~30 min. episodes.

Supplementary activities and materials

- To build community, students introduce themselves using a video platform such as Flipgrid or VoiceThread before class starts for the semester.

- Read an interview with a Frenchman who moves to Canada to find work
<https://www.stepstone.fr/conseils-emploi/article/travailler-au-canada-christophe-nous-raconte/>
- Review books on business etiquette, such as Caracalla's *Le Petit livre du savoir vivre* (2014) or Grand-Clément's *Savoir Vivre avec les Français* (1996)

I. Codes sociaux

This opening section invites students to reflect on social codes and communicative practices in the workplace.

Entrée en matière

Through this introductory activity, students share how they typically greet peers and instructors. Do they wave, shake hands, or exchange kisses or hugs? What kind of greetings have they observed in professional settings where they may have worked or done an internship? It may be helpful to brainstorm key vocabulary before this exercise (*se serrer la main, s'embrasser, faire la bise, etc.*).

Analyse d'une infographie

Students should work with a partner to read descriptions of the distinct hand-shake practices used in different countries. Each pair can then answer the questions and demonstrate one of the handshakes for the class.

Activité 1: Combien de bises?

This activity can be prepared in advance before class. Students consult the website: <http://combiendebises.free.fr> and then answer the questions. Alternatively, this can be a brief in-class activity, where the instructor projects the website and leads students through questions.

Ça s'explique! (Video: 2:37)

This activity can be presented in class, or assigned for homework. If presented in class, play the video once, and then ask questions to see what class understands (*qui parle? où est-elle? Est-ce qu'il est facile ou difficile de se présenter?*). Next, have students read the questions to themselves. Play the video again, then discuss answers as a class.

Activité 2: Se présenter en dehors du travail

After viewing the suggestions presented by Caracalla, students are divided into pairs. Each pair will play the role of a couple attending a professional event where one partner introduces the other to the group. The conversation can naturally extend beyond introductions into a discussion of weekend

activities, cultural events etc. Students should circulate around the room to practice introductions several times.

Activité 3: Se présenter à un inconnu en dehors du travail

This exercise provides a scaffolded dialogue to help students introduce themselves to 3 classmates. Students should get up and walk around the room.

Activité 4: Tour de table

Set up the class in a circle. Students pick a specific professional title and role play as they introduce themselves and describe their role in the company.

Activité 5: Blog post: Présentez-vous

This first blog post gives students the opportunity to introduce themselves to their classmates via a written paragraph that will be shared on a platform accessible to all students (e.g., Blackboard, Sakai, Canva, WordPress). In a well-developed paragraph, students discuss academic and career interests, incorporate telling stories or anecdotes and include photos. Students should be encouraged to read and comment on classmates' blog posts to establish a forum for online discussion and exchange. In preparation for this writing assignment, instructors may ask students to review adjective placement and agreement and conjugations in the present.

Activité 6: Ça s'écrit: Tâche pro

Scenario: The student has been selected to participate in a volunteer activity in Marrakech. The director of the organization emails the student to announce their acceptance and requests a response with a self-description. Students should consult the section "rédiger un courriel professionnel" in the appendix (pages 192-193) for tips regarding the organization and vocabulary useful in a professional email. This activity is based on a level B1 task for the CCI *diplôme de français des affaires*.

Activité 7: Comparaisons culturelles

Students should read the article before class and be prepared to discuss the questions in small groups. Some questions could be assigned to students as homework as well.

Activité 8: Aperçus culturels

This activity should be completed by students outside of class. Each student is assigned three francophone countries that will form the basis for the cultural comparison. They should consult the website: Aperçus culturels du gouvernement canadien: <https://www.international>.

gc.ca/cil-cai/country_insights-apercus_pays/ci-ic_ca.aspx?lang=fra and then fill in the chart based on the information they discover. Ideally, students will work on different countries so that in-class discussion can focus on the variety of cultural communicative practices.

Activité 9: Des découvertes utiles

Students should reflect on the information they have discovered about each country's cultural practices and answer the questions.

Activité 10: Blog post: Et votre pays?

This exercise invites students to think about communicative practices in their own culture and to compare and contrast them with those of the francophone countries they have been exploring. For this blog post, students should first review the comparative structures as well as the use of the present tense.

Activité 11: Tomber sur un répondeur

Students can discuss in pairs whether they use voicemail and under which circumstances. Teacher plays voicemails and asks students to note the phone numbers. Students turn to a partner to compare numbers, then listen to recording again. To check understanding, have students read out numbers, which the teacher writes on board.

Activité 12: Épeler les noms

Working in pairs, students practice spelling names in French. One student spells out the name, while the other writes it down. They then verify the accuracy. Students should alternate roles. Teachers may wish to have students close their books for this activity so that students cannot preview the names they will need to write. One person from each pair should face away from the board. Students facing the board should dictate the name to their partner, who cannot see the word. Partners can then trade places.

Activité 13: Pouvoir se contacter

Students should work in pairs to first introduce themselves and then exchange contact information.

Activité 14: Laisser un message

For homework, students should record a voicemail message in French. The next step is for each student to call their contact information partner and leave a message that includes the information requested in the questions. Follow up on this activity in class the next day by asking students what messages they received.

II. Réunion d'affaires

This second section targets the structure and function of professional meetings. Students have an opportunity to engage in a simulated meeting and to practice summarizing the discussions in both written and oral form.

Entrée en matière

In this warm-up activity, students share their experience as organizers and participants in professional meetings. By drawing up a list of suggestions for an effective meeting, students continue to reflect on interpersonal communication and its role in the workplace.

Analyse d'une infographie

This infographic provides a list of useful questions that can help jumpstart conversations in Activité 15. Ask students if there is information missing.

Activité 15: Planifier une réunion

In this two-part activity, students first brainstorm about the meeting agenda appropriate for planning an afterwork activity. Before discussing the proposed meeting agenda in pairs, it is helpful to discuss the term “afterwork” and its role in contemporary work culture. Why have French speakers adopted the English term “afterwork?” What might motivate a professional group to host an after hours social event outside of the workplace? Following this discussion, students can move onto preparation of the meeting agenda and creation of the electronic invitation for the event.

Ca s'explique!: Bien communiquer en réunion (Video: 1:25)

Watch the video twice in class or assign as homework. Students discuss answers in small groups.

Activité 16: Écrire un compte-rendu

After watching the video and answering the comprehension questions, this activity gives students their first opportunity to summarize material in a structured form. Students should consult the guidelines for writing “un compte-rendu professionnel” before beginning this task (196-197). This activity could be assigned as an in-class writing assignment or as a homework assignment. This activity is based on a level B2 task for the CCI *diplôme de français des affaires*.

Découverte d'une idée: Organiser une réunion multi-culturelle

Assign article and questions as homework.

Activité 17: L'échange de paroles

With a partner in class, students take turns and explain why certain phrases are typically associated with either an employer or an employee.

Activité 18: Passer à la réunion!

This role-play activity invites students to take on a fictional identity as they interact in a simulation of a meeting. After dividing the class into groups (5-8 students), each meeting participant selects one of the roles from the list and prepares their comments in response to the question of whether future meetings should take place virtually or in-person. Students should incorporate unit vocabulary and expressions in order to develop a forceful argument. Teachers circulate during this activity. Follow up by asking where each group decided to hold future meetings, and how they arrived at their decision.

Activité 19: Écrire le compte-rendu de la réunion

As an expansion of the meeting simulation, students write up “un compte-rendu de la réunion” guided by the suggestions offered in the appendix section on pp. 194-195. This activity is based on a level B2 task for the CCI *diplôme de français des affaires*.

Activité 20: Présenter le bilan de la réunion

Building on activités 18 and 19, this activity requires students to prepare a summary of the simulated meeting and then present it orally. This activity is based on a level B2 task for the CCI *diplôme de français des affaires*.

III. Communication interculturelle

In this final section, the focus turns to the theme of intercultural communication in the workplace. The activities invite students to compare and contrast cultural attitudes and approaches to communication and discuss their impact in the professional context.

Entrée en matière

This warm-up activity allows students to build on their earlier conversations about professional meetings by adding the question about the influence of culture on interactions and negotiations in the workplace.

Analyse d’une image: la négociation interculturelle

Before or during class, students should analyse this image and answer the questions. In class, they can share their responses with a partner. Each pair group can then present their interpretation of the image to the class. Which cultures do they see represented here? Genders? What title would they give the image?

Ça s'explique!: La mondialisation (Audio interview, 8:55)

This audio interview is excerpted from a weekly broadcast on France 24. Students should listen to the first segment of the interview that runs for 8 minutes, 55 seconds. Most students will find the interviewer, Ali Laidi, relatively easy to understand. Teachers may want to encourage students to subscribe to weekly shows.

Découverte d'une idée: La négociation interculturelle

Having students complete the table following this article models a way for learning new vocabulary and taking notes on information in the reading.

Activité 21: Comparaisons culturelles

In this two-part activity, students first learn about six factors that are useful in distinguishing cultural approaches to behavior in the workplace. Before class, students consult the website: Hofstede Insights to learn about the six factors. For the second part of the exercise, students work in pairs and choose two francophone countries. They then delineate the communicative and cultural features of each country. Finally, they should compare and contrast these practices with those of their home country.

Activité 22: Blog post: Différences ou similarités?

Students write a reflection in which they discuss whether or not the comparison of different cultural approaches to communication is useful or revealing. To get them started, they can answer the question regarding the importance of individual tendencies vs. cultural influences on communication. This writing exercise invites students to incorporate comparative structures, adjectives, and adverbs into their reflection. Encourage students to read each others' blog posts by requiring them to respond to two posts.

Activité 23: Un jumelage linguistique commerçants -- étudiants

Before class, students should consult the website, watch the video on the home page, and answer the questions. They can write answers as homework or discuss their answers in small groups in class.

Cas d'entreprise: Une entreprise mondiale au Canada

This short article describes the decision by the Canadian company Gildan, to offer language classes to their employees. This case study and questions give students an opportunity to reflect on the themes presented in this first unit and to expand their ideas in writing. This activity could serve as an in-class writing evaluation.

Perspectives professionnelles: Une professeure américaine en management interculturel

Students can read and take notes on this article about Erin Meyer, author of *The Culture Map: Breaking through the Invisible Boundaries of Global Business*. An expansion activity would be to have them summarize the article, or to write a biography of Meyer, who is an American professor working in France based on the information provided on her website: <http://erinmeyer.com>.

Lancer une start-up: Osez échouer

This is the first step in launching the start-up activity that students will work on throughout the course. Teachers may want to assign this activity for the last 20 minutes of class, or assign the group activity to take place outside of class. While the activity itself takes place in English, follow-up should be done in the target language. As a follow-up activity, teachers can display photographs that students submit, asking groups to report on the most memorable event. This activity is great for developing group dynamics and classroom community.

Unité 2: Trouver un poste

This unit invites students to explore internship and job opportunities in francophone countries. A series of exercises throughout the unit encourages students to reflect on career goals, culminating in the preparation of a c.v. and cover letter for an internship or job application. The first section focuses on the theme of volunteerism while the second section presents tips for networking and decoding internship postings. The final section provides advice on preparation for an interview for a volunteer opportunity, internship or job.

Suggested Grammar points for review

- Les temps du passé: le passé composé, l'imparfait, le plus-que-parfait
- Les verbes pronominaux
- Les pronoms relatifs
- Les expressions de regret et de conséquence
- Les pronoms y et en

Films that complement unit themes

- *Bonbon au poivre*. Dir. Marc Fitoussi. 2005. (France) 34 min.
- *La job*. Creation Anne-Marie Losique. 2006-7. (Quebec) 12 30-minute episodes
- *La gueule de l'emploi*. Interview with Didier Cros. 2011. (France) 104 min.
- *Le bonheur au travail*. Dir. Martin Meissonnier. 2014. (France) 84 min.
- *Guibord s'en va-t-en guerre*. Dir. Philippe Falardeau. 2015. (Canada) 108 min.
- *La Loi du marché*. Dir. Stéphane Brizé. 2015. (France) 93 min.

Supplementary activities and materials

- Organize a simulated career fair in class where students circulate and introduce themselves, giving a brief elevator pitch regarding their experience and internship objectives
- Interview local business owners, ideally French-speaking owners or employees
- Invite speakers to class who have worked in a French-speaking country or region
- Invite former students to speak to the class about how they use French in their current job

I. Bénévolat dans le monde francophone

This opening section focuses on volunteer opportunities in the francophone world and invites students to reflect on the cultural and pre-professional benefits of volunteer work.

Entrée en matière

In this opening activity, students share their volunteer work experience and explain which type of organization best suits their interests and talents.

Analyse d'une infographie: L'engagement associatif des Français

Students can do this exercise for homework and answer the Vrai/Faux questions on p. 30.

1. Faux. Ce sont les personnes âgées de plus de 65 ans qui participent le plus.
2. Vrai.
3. Vrai.
4. Faux. Le taux de participation n'a pas changé depuis 2016.
5. Faux. 31% des plus diplômés sont bénévoles.

Activité 1: Ça se discute

Students can discuss the key pieces of information that they have gleaned from the infographic including age, gender, and motivations of volunteers.

Activité 2: Blog post: Avez-vous fait du bénévolat? Partagez votre expérience.

For this blog post, students first describe their participation in a volunteer activity with a focus on their specific tasks and how the work connected with the mission of the organization. They also brainstorm about the type of volunteer work they would like to do in the future. Students should review past and future tenses and incorporate them into their blog post. Students should share their blog posts and comment and ask questions about those of other classmates.

Ça s'explique!: Pourquoi devenir bénévole à la Croix Rouge? (video: 1:17)

Students can watch the video for homework and then answer the comprehension questions.

Activité 3: Jeu de rôles

Drawing on the information from the video about different volunteer opportunities with the Croix Rouge, students work in pairs and invent a dialogue. One student plays the role of a longtime volunteer while the other asks questions in order to identify a suitable volunteer opportunity within the organization.

Activité 4: Faire du bénévolat chez vous

In this activity, students work in pairs to identify a difficult situation in the town where they grew up or where they are currently living and propose a plan for a new volunteer program.

Découverte d'une idée: Bénévolat: une clé d'intégration

Assign this reading as homework along with the comprehension questions on pp. 34-35.

Activité 5: Ça se discute

Students discuss in small groups their interest in volunteering in another country. This activity serves as a precursor to the subsequent blog assignment.

Activité 6: Blog post: Mon bilan personnel et professionnel

In this blog post, students begin to develop their personal and professional profiles. Using the four categories, students present a summary of their personality traits, skills and aptitudes, interests, and what they consider to be an ideal job. After reviewing relative pronouns -- “Le poste qui m'intéresse...” and as well as adverbial pronouns “y” and “en”, students should incorporate these elements into their summary.

Activité 7: Présenter le bilan d'une organisation bénévole

Before class, students should do research on a non-profit organization that interests them. In class, they present a description of the mission and principal projects of the organization and explain why they are drawn to this organization. This activity is based on a level B1 task for the CCI *diplôme de français des relations internationales*.

Activité 8: Rédiger un e-mail à une organisation bénévole

Students write a professional email using the guidelines in the Appendices (pp. 192-193)

In this email to a non-profit organization, they apply to serve as a volunteer and present their qualifications and motivations. This activity is based on a level B1 task for the CCI *diplôme de français des affaires*.

II. À la recherche d'un poste

In this section, students brainstorm about ways to learn about an internship or job openings and then do research to identify an internship opportunity that interests them.

Entrée en matière

Students exchange ideas about how best to identify internship and job opportunities and engage in professional networking.

Analyse d'une infographie: Réussir son réseautage!

Students work in pairs and discuss the seven recommendations for effective professional networking. Is there additional advice that they would add to this list?

Ça s'explique!: Un expert nous parle (Video: 2:16)

Assign the video and comprehension questions as homework.

Activité 9: Stratégies pour décrocher un stage

Incorporating the information presented in the infographic and the video, students work with a partner to invent a dialogue in which they discuss the best strategies for finding an internship in their field of interest.

Découverte d'une idée: Réussir son stage

Assign the reading and comprehension questions as homework.

Activité 10: Faire un stage à l'étranger

In groups of three, students discuss their interest in doing an internship abroad. Many university study abroad programs offer internship opportunities. Are students interested in this kind of experience? Why or why not? If your university offers an internship opportunity in a francophone country, it would be helpful to invite a representative to give a short presentation in class and answer students' questions. Another idea for sparking discussion is to invite a student who has already done an internship abroad to give a brief presentation to the class and to answer questions about their experience.

Activité 11: Décoder des offres de stage

Have students work in pairs to analyze the different components of the internship description, using the chart on page 42 to note the most important elements. Next, they should each identify an internship opportunity that interests them and complete the second column. Students then share their findings with each other.

Activité 12: Blog post: Identifier un poste qui vous intéresse

As a follow-up to the in-class activity (or a stand-alone, if instructor did not assign Activité 11), students select an internship or job for which they wish to apply. They should research the company, and in a blog post, share the reasons this opportunity interests them and aligns with their competencies. Students will later tailor their c.v. and cover letter to this post, so encourage them to choose wisely. After reviewing past tenses and “les expressions de conséquence” - donc, alors, c’est pourquoi, c’est pour cela que,...- students should incorporate these elements into their post.

III. Préparation à l’entretien d’embauche

In this final section, students build on their earlier work to prepare a curriculum vitae and a cover letter in preparation for an interview for an internship.

Entrée en matière

In small groups, students can discuss their experiences preparing a curriculum vitae and a cover letter. In their opinion, should personal information such as age or marital status be included? Each group can then present their perspective to the class.

Analyse d’une infographie: Deux CV

Assign for homework. Students should carefully read each CV and make note of the layout and information included. They should answer the comprehension questions and be prepared to share their answers with the class. The first CV, for instance, includes the candidate's age. While this is common in some Francophone countries, it is not practiced in others, where age-based discrimination is closely legislated. The second is from an older candidate from Quebec, and reflects a North American approach to the resumé with which students may be more familiar. Students should note the "Objectif" at the top of the resumé, as well as the use action verbs in the job descriptions. Using the chart on page 45, students can begin to add information that will be included on their personal CV. The final step is to draft a CV and exchange it with another student, along with an email explaining the reasoning behind the choice in format/presentation.

Instructors may wish to provide additional examples of CVs, which can be found online (see <http://etudiant.aujourd'hui.fr/etudiant/jobs-stages/emploi.html> for examples of student CVs).

Activité 13: Analyse des lettres de motivation

Assign for homework. Students should find two sample cover letters on line and then compare the different elements of organization and content. Students should be directed to consult the section on the cover letter/ *lettre de motivation* in the Appendices (pp. 198-199).

Activité 14: Rédaction d'une lettre de motivation

For this professional writing activity, which could be graded by the instructor, each student drafts a cover letter based on the job they've identified, and then exchanges drafts with two classmates for peer editing. Students should consult the guidelines for writing a cover letter on pp. 198-199, as well as the *formules de politesse* on p. 189. This activity is based on a B1 level task for the CCI *diplôme de français des affaires* exam.

Ça s'explique!: Préparation pour l'entretien d'embauche (video: 1:40)

This activity could be done in class or assigned as homework. After viewing the video and answering the comprehension questions, students should be prepared to describe the three main segments of an interview. This activity will help prepare them for the mock interview that appears at the end of this section (Activité 17).

Découverte d'une idée: L'entretien d'embauche

Assign this reading for homework. Students should be prepared to present their advice to a friend interviewing for a job in Montréal based on the information they have learned from the article.

Activité 15: Réflexions sur l'entretien d'embauche

In groups of 3 or 4, students discuss their experiences with job and/or internship interviews.

They then brainstorm about helpful research to do in advance of an interview and the role of unusual questions in the interview process. As a follow-up, encourage class discussion about these questions, as well as strategies to respond to them. Instructors may wish to share examples of questions insolites and have students generate responses (see, for example, <https://www.student.be/fr/student-life/5-questions-insolites-dans-le-cadre-d-un-entretien-d-embauche>).

Activité 16: Analyse des questions!

Students work with a partner to identify the most challenging, pertinent, and likely questions that an interviewer will ask. They should then invent 5 additional questions that would help elicit important information from the candidate. This exercise will help prepare students for the mock interview in Activity 17.

Activité 17: Entretien d'embauche

Students should draw on the vocabulary presented throughout this *Unité*, as well as the information in the article and video to conduct a mock interview. To prepare for this role play activity, students exchange their c.v.s and cover letters, as well as the original job posting to which they are applying. Each student then studies the other's information and creates a series of questions based on what they have learned. This preparation could be done during class or outside of class. Next, student A plays the role of the job interviewer, and student B plays the role of the candidate. After 10-12 minutes, students switch roles. This activity may be done in class; alternatively, students could videotape themselves outside of class (on Zoom or using a screencasting software) and submit their interviews as a graded oral activity. Another option would be for the instructor to play the role of the recruiter and the student play the role of the job candidate. This activity is based on a C1 level task for the CCI *diplôme de français des affaires* exam.

Cas d'entreprise: La graphologie en France

Handwriting analysis is sometimes used by French companies in order to learn more about potential employees. Before reading the article, students can discuss what, if anything, their penmanship reveals about their personal qualities.

Activité 18: Ça se discute!

Many students will be surprised to learn that handwriting analysis, while not scientifically proven, is legal and still practiced by some recruteurs in France. After reading the article, students can discuss their reactions in small groups with a focus on the advantages and disadvantages of the use of handwriting analysis in job applications.

Perspectives professionnelles: Une stagiaire en France

In this interview with an intern at the French consulting firm, Davricourt, students read about Marie's academic background and principal tasks during the internship. Students should be prepared to describe Marie's qualifications and internship responsibilities to an in-house committee tasked with intern recruitment.

Lancer une start-up: Interviewez une start-up

In this second phase of the start-up project, students first do research on a start-up that interests them. They then set up an interview with the founder or a team member to learn more about the genesis of the idea behind the company, its product or service, the clientele, and successes and challenges. Instructors may wish to provide students with a list of start-ups in Montreal, Paris, or Dakar, or may direct students to local businesses run by French-speakers. Alternatively, students might focus more on finding a start-up in their area of interest and conduct these interviews in English.

The following website from the Paris Chamber of Commerce can be used to help students during the multiple steps of the creation of the start-up:

<https://www.cci.fr/web/creation-d-entreprise/la-recette-de-la-creation-d-entreprise>

Unité 3: Travailler dans le monde francophone

This unit delves into different types of companies and organizations, legal and cultural aspects of working conditions, and negotiation strategies. The first section, "secteurs et classification des entreprises", introduces students to the different types of businesses and focuses on growth sectors in West Africa. In the second section, "lois et conditions du monde du travail," the focus shifts to the work culture, examining flexible work conditions, internships, and youth unemployment. The final section, "Négotiations syndicales," turns to intercultural negotiation and navigation of cultural pitfalls. Oral and written activities are designed to help students refine argument presentation as well as agenda-building and negotiation skills.

Suggested Grammar points for review

- Le superlatif
- L'hypothèse avec si
- Le conditionnel présent et passé
- Le futur simple et le futur antérieur
- Les adjectifs et les pronoms démonstratifs

Films that complement unit themes

- *Ressources humaines*. Dir. Laurent Cantet. 1999. (France) 100 min.
- *Faat Kiné*. Dir. Ousmane Sembène. 2000. (Sénégal) 120 min.
- *Merci patron*. Dir. François Ruffin. 2016. (France) 83 min.
- *Prendre le large*. Dir. Morrel. 2017 (France) 103 mins. Takes place in France and Morocco.
- *Ce qui nous lie*. Dir. Cédric Klapisch. 2018. (France) 113 min.
- *Les petites mains*. Dir. Allier. 2019 (Belgium) 15 min.

Supplementary activities and materials:

- Analyze an authentic *fiche de paie*
- Learn which kind of legal status to use for their business (SAS v. SARL)
<https://www.seineetmarne.cci.fr/creation/etape-6-je-choisis-le-regime-fiscal-de-mon-entreprise>
- Listen to a podcast from “La France Bouge” - Saga- Europe 1 and discuss the strengths of one of the businesses presented in the program. <https://www.europe1.fr/emissions/ca-va-bien-pour-eux>
- Complete listening activities on RFI website <https://savoirs.rfi.fr/fr/le-francais-de-la-sante>

I. Secteurs et classifications des entreprises

In this opening section, students learn about how businesses and organizations are classified according to sector and size. They also discuss factors that influence job satisfaction.

Entrée en matière

Before doing this activity, students should review the vocabulary list on p. 56. In class, students can work in groups of 3 or 4 to discuss preferences regarding job sectors and whether they would prefer to work for a small, medium or large company.

Analyse d'une infographie: Le job idéal!

This infographic breaks down the results of a poll that examined factors that influence job satisfaction including work/life balance, management approach, and company size. Students can work in pairs to read the results and then answer the comprehension questions on page 58.

Ça s'explique! (video: 1:52)

Assign this video for homework. Students should make a list of the questions that are presented in the video's survey as they will be used for the in-class Activité 1 described below.

Questions: Quelles sont leurs attentes? Quels sont leurs besoins? Quels sont les principaux critères qu'ils prendraient en compte dans le choix d'un emploi? (un travail qui a du sens, rémunération, équilibre vie privée/professionnelle) Comment est-ce que les jeunes (18-30) imaginent l'entreprise de demain? (une conscience environnementale, un souci du bien-être humain) Quelle est la place accordée à l'économie sociale et solidaire dans l'entreprise de demain? Avez-vous une vision optimiste de l'impact de l'économie sociale et solidaire sur la société?

Instructors may want to consult the following article:

https://www.lemonde.fr/campus/article/2017/12/08/un-metier-qui-a-du-sens-premier-critere-de-choix-pour-les-jeunes_5226705_4401467.html

Activité 1: Ça se discute!

Students should circulate and pose the survey questions to 3 classmates. After noting the responses, students should compare answers and discuss in groups of 3.

Découverte d'une idée: Qui recrute en Afrique?

Assign this reading for homework along with the *Avez-vous compris?* comprehension questions on pp. 60-61.

Activité 2: Secteurs d'activité

In this small-group activity, students brainstorm to come up with names of francophone companies that correspond to the sectors listed.

Here are a few examples:

- Agriculture/Agroalimentaire: Groupe Roullier, Dari Couspate
- Alimentaire: Groupe Danone, Nestlé S.A., Neuhaus Automobile: PSA (Peugeot Société Anonyme), Renault
- Aviation: Dassault, Bombardier
- Bancaire: BNP Paribas, Crédit Suisse, Banque Belfius
- Cosmétiques: Lancôme, L'Oréal, L'Occitane en Provence
- Énergie: Hydro Québec, Fluxys
- Finance et Assurance: Axa, Crédit Agricole
- Luxe: Cartier, Hermès, Louis Vuitton
- Pharmaceutique: Janssen, Novartis, Sanofi
- Presse: La Presse Tunisie, FranceAntilles.fr, Le Soir.be
- Recherche et Développement: Institut de recherches cliniques à Montréal, Next Einstein Forum
- Restauration: St. Hubert, Café de Flore, Dar Essalam, Lesfilles.be
- Télécommunication: Orange, SFR Guadeloupe, Québecor
- Tourisme: SwissTours, Tahiti Tourisme

Activité 3: Les catégories d'industries

Assign for homework. Using the list of companies that they generated in Activité 2, students complete the chart indicating companies that correspond to each of the four economic sectors, as defined in the table.

Activité 4: Quelle taille d'entreprise?

Assign for homework. The INSEE in France divides businesses into one of four categories based on their size (number of employees) and their turnover (the value of goods or services sold during a

particular period of time). These categories were created to regulate accounting and taxes. Students should complete the chart based on the indications for each column.

Activité 5: L'environnement au travail

In groups of three or four, students first discuss the influence of a company's size on working conditions including schedule, dress code, flex time, and vacation policy. The concept of different companies' "cultures" can be introduced and discussed here. Students continue by exchanging ideas about the impact of technology on company size.

Activité 6: Fiche d'entreprise

Assign for homework. Students read the short company profile and use the information to complete the "Fiche d'entreprise" on p. 63. Students may be surprised to find that L'Oréal is both a company and a brand that maintains a number of other brands, including Maybelline, Urban Decay, and GeraVe. They then find two additional companies - one that is in the CAC 40 and a smaller one they have heard of- and fill in the same information for them on the chart.

Activité 7: Présenter une entreprise

Using the information from the Activité 6 chart, each student creates a brief presentation to a group of investors. This could be an in-class activity, or students might record a screencast of a presentation that their classmates then watch for homework. The instructor may choose to have students review demonstrative adjectives and pronouns in preparation for this activity.

II. Lois et conditions du monde du travail

In this section, students explore different categories of workers as well as working conditions, benefits, and laws governing hiring and firing of employees.

Entrée en matière

Before doing this activity, students should review the vocabulary lists on page 64. In small groups, students first brainstorm and then make a list of elements associated with work including dress code, weekly schedule, and benefits and vacation.

Analyse d'une infographie: Faut-il généraliser le travail flexible?

Assign reading and comprehension activity for homework. Students should prepare to discuss their ideas about telework in class.

Answers for Avez-vous compris? P. 66

1. V
2. V
3. F (Le travail flexible mène à une augmentation du PIB.)
4. V
5. F (78% des chômeurs et des inactifs seraient plus attirés par un emploi leur offrant des conditions de travail flexible)

Activité 8: Le télétravail pour tout le monde?

In groups of 3 or 4, students share their ideas regarding the advantages and disadvantages of telework, or working from home. This activity could also be completed as a whole class activity, with a student noting responses in two columns on the board, or on a virtual white board. Ideas generated in this activity will help prepare students for Activity 9.

Activité 9: Défendre une option dans une négociation

Next, students work in pairs with one playing the role of the employee and the other playing the role of the director of human resources. The employee attempts to persuade the director that offering a telework option is a good idea. The director presents the disadvantages of teleworking. The arguments presented in this dialogue lay the groundwork for Activité 10 below. Students can incorporate superlative structures into this activity.

Activité 10: Rédiger un email sur le télétravail

Assign for homework or as a graded writing task. Students should draw on their previous discussions about the benefits and disadvantages of telework as well as the information they have learned from the infographic on p. 65. Instructors may want to refer students to the guidelines for writing formal emails on p. 193. This activity is based on a B2 level task for the CCI *diplôme de français des affaires* exam.

Ça s'explique!: L'apprentissage, c'est quoi? (video: 3:56)

Assign for homework. Students watch an informative video about internships and prepare answers to the true/false questions for class discussion.

Answers:

1. V
2. F (15-30 ans)
3. V
4. F (on reçoit un pourcentage du SMIC)
5. F

6. F (Centre de Formation Apprenti)

Instructors may wish to assign additional videos from this site, which has over 220 short videos that introduce viewers to different jobs. <https://www.youtube.com/hashtag/démarretastory>

Découverte d'une idée: Les jeunes et le chômage

Assign this reading for homework. Students should be prepared to discuss their answers to the “Avez-vous compris” questions on page 69.

Activité 11: Les allocations en France

Assign this research activity for homework. Encourage students to consult French government websites to find information about the employment benefits offered in France. They should then fill in the chart on page 70 and answer the questions below the chart in preparation for in-class discussion.

Activité 12: Enfin les vacances?

Students should work in groups of three on this activity. After reading a summary of worldwide vacation policies that places France's policies in a global context, students discuss vacation policies in their own country. Next, they select a francophone country whose labor policies they are interested in exploring. The instructor should make sure that each group chooses a different country to ensure a geographically diverse mix of data. Finally, students collaborate on a presentation that they present to the class highlighting what they have learned. This project could be submitted for evaluation.

Activité 13: Les jeunes francophones et l'emploi

Building on knowledge gained throughout this unit, students prepare a *note de synthèse* in advance of a meeting where they will present their ideas on improving the employment situation for young people. Students should consult the model and suggestions for the *note de synthèse* on pp. 202-203. This writing task, which is based on a B2 level task for the CCI *diplôme de français des affaires* exam, can be submitted for assessment.

III. Négociations syndicales

In this final section, students about the pros and cons of unionization and strategies for negotiation between employees and employers.

Entrée en matière

Review with students the new vocabulary lists on page 71. Begin the discussion by asking students what they know about the history of unionization in their country. Are they aware of any industries

where workers strike in order to call attention to their working conditions?

Analyse d'une infographie: Les syndiqué-e-s

Have students work in groups of 3 to go over the information presented in the infographic. They can then answer the “Avez-vous compris?” questions. This infographic was created by an anti-unionization group so emphasizes the cost of unions to employers and taxpayers.

Ça s'explique!: Pourquoi se syndicaliser? (video: 5:00)

This video and comprehension activity could be assigned for homework or done together in class. Created by the largest public union in France, la CGT, it accentuates the advantages of unionization from the workers' point of view.

Découverte d'une idée: Les syndicats en France

Assign this reading for homework along with the comprehension questions in the “Avez-vous compris?” section on page 76.

Activité 14: Jeu de rôles

Inspired by what they have learned about the pros and cons of unionization, students work in groups of 3 or 4 to invent a dialogue between union representatives and employees responsible for the finances of an automobile factory. Showing the scene where a union leader meets with factory leadership in the film *Ressources humaines* can help students understand the perspectives and concerns of each group.

Cas d'entreprise: Négociier en Haïti

This case study focuses on a negotiation workshop in Haiti designed to help textile workers and employers better understand and master negotiation techniques. This reading will be used as a source in the Activité 15 *note de synthèse* writing task.

Activité 15: La gestion des conflits

Students prepare a *note de synthèse* on the theme of managing confrontation within a company or organization. Using the previous article as one example, they should find two more other documents online that discuss strategies for conflict resolution within an organization. Students may wish to consult guidelines on pages 202-203. This activity is based on a B2 level task for the CCI *diplôme de français des affaires* exam.

Perspectives professionnelles: Le ministre de l'économie numérique en Tunisie

Assign this interview for homework and ask students to be prepared to describe the genesis and objective of the “Start-up Act” platform in Tunisia.

Lancer une start-up: Trouver votre concept!

Students continue to develop their ideas for a startup by identifying a product or service they are interested in selling. They undertake market research by finding 2 other startups that are currently offering a similar product or service and filling out the comparative chart on page 79.

Following this unit, students will work in fixed groups on this project for the remainder of the semester. While instructors may wish to create student groups based on interests and abilities, they will also want to make sure there is a balance of aptitudes within each group. It may be useful to first survey students about their abilities. Thinking about how many marketing agencies organize their work, instructors may ask students to self-identify as creatives, strategy leads, communications specialists, or designers. Students might rank their abilities, and indicate whether they have experience in particular areas. Instructors can then use this information to place students into groups.

Unité 4: Vendre à l'international

In Unit 4, students explore the influence of culture on consumer habits, the challenges of developing and adapting marketing campaigns across cultures, and the ethical dimensions of advertising.

Grammar points for review

- L'impératif
- La forme passive
- La mise en relief
- Le subjonctif et l'expression des souhaits
- L'expression de la certitude/ l'incertitude avec l'indicatif ou le subjonctif

Films that complement unit themes

- *Le distrait*. Dir. Pierre Richard. 1970. (France) 85 min.
- *Le dîner de cons*. Dir. François Veber. 1998. (France) 80 min.
- *99 francs*. Dir. Jan Kounen, 2007. (France) 99 mins.
- *Taxe rose, le prix a-t-il un sexe? Le Marketing du genre*. Dir. Camille Roperch. 2016. (France) 50 min.
- *Emily in Paris*. Dir. Darren Star. 2020. (US). Netflix Series.
- *Marketing Mania* YouTube channel featuring Stanislas Leloup. (France) 100 episodes of < 30 mins.
- *Culture Week* (France) Weekly episodes of 5 min. <http://www.culturepub.fr/emission/culture-week/>
- *Dans l'oeil du dragon* (Quebec). 9 seasons of the series of one hour each.

Supplementary activities and materials

- Find successful francophone start-ups that sell internationally
- Research well-known marketing flops (Bic perfume, Cue toothpaste)
- Review data in the *Observatoire des slogans* web site (<https://www.observatoiredesslogans.fr/>), and have students study trends in slogans, including growing use of English.
- Compare advertising legislation in Quebec and in France, including use of English language
- Listen to the podcast *La France Bouge* on Europe 1 and summarize new ideas
- Complete listening comprehension activities related to new products on RFI <https://savoirs.rfi.fr/fr/le-francais-des-affaires>

I. *Habitudes de consommation*

This unit introduces students to sales, marketing, and advertising in the francophone world. In addition to analyzing consumer trends and case studies in marketing, students will learn to produce a number of core documents, including a *lettre de réclamation*. They will also focus on how culture impacts marketing decisions.

Entrée en matière

In small groups, students discuss what kinds of consumers they are: which essential and non-essential items do they purchase with regularity? Do they purchase these items on line or in person, and why?

Analyse d'une infographie: Portrait de l'acheteur-euse en ligne

This infographic presents data on the French online consumer. Students can respond to *Avez-vous compris?* questions together as they review the data.

Ça s'explique!: C'est qui, le consommateur québécois? (show video through 5:19)

This interview features Jean-Marc Léger, economist and co-founding president of Léger Marketing, with his father, now the largest Canadian-owned marketing and research firm. Either in class or at home, students listen to this interview about Léger's recent publication *Le Code Québec*, which offers an ethnographic study of Quebecers. Questions can be discussed in groups, or posed by instructors to the whole class to check comprehension.

Activité 1: Les sept traits québécois

As a follow-up activity, have students visit the book's website to learn about how marketers have used statistical data about Quebecers to target advertising campaigns to this market.

Activité 2: Blog post: La localisation

This written activity explains the concept of localisation to students and offers examples of how advertising agencies have targeted their campaigns to specific cultural or linguistic markets. Students should research additional examples to support their argument about whether these kinds of targeted campaigns reflect cultural knowledge or reinforce stereotypes. For this blog post, ask students to notice any examples of the imperative in advertising.

Découverte d'une idée: Le consommateur type

Students complete a while-reading activity (using the table that follows the text) to check their comprehension of this article about different consumer types. Subsequent *Avez-vous compris* questions may be submitted as written homework or used to check comprehension in class as a small group or whole class activity.

Activité 3: Un achat d'impulsion ou un achat réfléchi?

What is the difference between an impulse and a planned purchase? Students complete this activity in pairs. Instructors may wish to have students brainstorm a list of *achats réfléchis* and *achats d'impulsion* on the board as a warm-up to this activity.

Answers:

1. AI (products placed by the checkout are generally impulsive, low-cost items such as gum, batteries, or household items)
2. AR (she does research before purchasing an item)
3. AI (this is an example of point of sale - POS - advertising, used to attract customers to new products)
4. AR (sports shoes are generally not an impulsive purchase because consumers desire a particular brand, and the cost is higher)
5. AR (she goes to the store because she needs milk)

Activité 4: Techniques de marketing

This vocabulary-building matching activity can be completed by individual students in class, who then check their answers with a peer. Answers:

Le positionnement = g

Une marque de fabrique = d

Un spot = b

Une marque de distributeur = e

Le conditionnement = f

Le parrainage = a

Un échantillon = h

Une gamme de produits = c

Activité 5: Blog post: Comment choisir le meilleur produit?

In their blogs, students consider factors that lead to consumer decision making. Using an example from their own experience, they recall the steps that led to them making a planned purchase. This is a good way to practice past tenses.

Activité 6: Écrire une lettre de réclamation

In this activity, students learn to write a formal letter of complaint, following a purchase that didn't conform to its online description. Students should use the guidelines in the Appendices on pages 200-201 to compose this letter. This task can be found on the CCIP DFP B-2 exam.

II. Stratégies de marketing

This section begins by presenting additional contextualized vocabulary about product placement and marketing campaigns. Students should review these phrases. Instructors may wish to follow up by having students define key words through circumlocution (e.g., Qu'est-ce que le positionnement? On positionne un produit en mettant en valeur un aspect du produit).

Entrée en matière

This activity invites students to consider product placement by recalling a time when they purchased an item in spite of themselves. What may have led to them changing their mind?

Analyse d'une infographie: les 4 P et les 4 C

This infographic presents the 4 Ps, considered the key elements of developing a successful marketing campaign. These 4Ps were later revised as they 4 Cs to reflect a focus on the consumer. Students should review the graphic and then answer questions in pairs or small groups.

Activité 7: 4 P ou 4 C?

This activity builds on the previous one by asking the class to now debate which model they prefer.

Ça s'explique!: Comment choisir? (video: 7:47)

In this video, students are introduced to competing yogurt companies in Cameroon, Dolait and Camlait. The instructor can play the video once without sound and ask students what they noticed, what seemed to be happening. Viewing without sound can help students attend to visual cues and gestures. Students then read questions and view the video a second time before breaking into groups to discuss answers. This activity and comprehension questions may also be completed at home.

Activité 8: Localiser

This optional follow-up activity asks groups of students to create a brief advertising campaign for a product they wish to sell to the Cameroonian market. What elements of the video might be useful to incorporate in their strategy? Examples include refrigeration techniques and distribution.

Découverte d'une idée: Storyliving

Students read this article on the evolution of storytelling in advertising and answer the questions as homework.

Activité 9: Pitcher

In this activity, the instructor identifies clips from the Quebec television show *Dans l'oeil du dragon* to illustrate how companies pitch their products. Clips are available on YouTube; some entire shows are on Daily Motion (<https://www.dailymotion.com/video/x4ynzpx>). The class identifies the techniques used to sell the project and discusses whether or not the pitch was successful. This activity can be adapted as a homework assignment or a writing activity as well. While students may be challenged to comprehend speech without subtitles, they can rely on visual cues and the physical products presented to interpret meaning.

III. Marques et publicités

This section opens with vocabulary related to advertising and branding. Students should study vocabulary at home, noting new words they may wish to retain.

Entrée en matière

Students brainstorm French and Francophone brands they know and classify them according to various sectors. This activity helps recycle knowledge from the previous unit while preparing for the upcoming activities.

Analyse d'une infographie: les 50 marques les plus valorisées

Students review France's top 50 brands and answer questions in pairs or small groups. This activity may also be completed at home.

Ça s'explique!: L'évolution d'une marque (video: 6:51)

This video reviews the history of Evian's advertising campaigns. Video can be viewed in class or at home.

Activité 10: Des anciennes publicités

Students can consult the website culturepub.fr to search Evian's former advertisements. They watch 5 and then discuss whether or not these would be successful outside of France. Alternatively, the instructor may wish to show the advertisements in class and have a whole class discussion.

Activité 11 Rédiger un publi-reportage sur un produit

In this activity, which is based on a level C1 CCI *Diplôme du français des affaires* exam task, students adapt a campaign for bottled water for a green market. Students should consider the 4 Ps and 4 Cs.

Activité 12: Une marque bien connue

To follow up on the Evian activity, students go to the culturepub.fr website and select a French brand. They watch at least 5 ads from a well-known brand (suggestions are offered) and then summarize the evolution of the brand. Reports may be conducted in groups in class, or individually at home as an assignment.

Activité 13: Blog post: Le positionnement d'une marque

For this related blog entry, students are directed to research at least 3 advertisements from a well known advertising campaign (Le Parisien in France, Familiprix in Quebec, Monoprix in France, and Moov in the Côte Ivoire). In their summary, students locate key information about the brand and evaluate the success of the campaign. Instructors may wish to have students review *la forme passive* for this blog (e.g., *La publicité a été tournée au Québec*).

Activité 14: Jeu de rôles

This role play activity places students into the roles of either a creative (the marketing term for those working in creative roles such as artists or content creators) or a strategist (persons who conduct marketing research or plan for a specific marketing goal). Drawing on vocabulary from the entire unit, the creative pitches a new idea, and the strategist offers advice. Instructors may either let students invent their own ideas or give them specific products to launch; humor can be useful here.

Activité 15: Une carte perceptuelle

A perceptual map (*carte perceptuelle*) allows an agency to better position a particular product or brand. Students should read the first two paragraphs and study the infographic, which gives an overview of bottled water brands and how they are perceived according to their price and relative healthiness. In pairs, students should each create a perceptual map of a product with multiple brands they are familiar with (e.g, chocolate, tennis shoes). After identifying the product, they should then determine the two axes on which the product will be evaluated. For chocolate, for instance, the categories might include price and quality; for cars, they might include luxury or sportiness and price or size. Maps can be presented to class members for discussion.

Activité 16: Les publicités Monoprix

Monoprix is a great example of a distributor's brand that is known for its famous advertisements, which are clever word plays. Students examine the two examples and identify how each uses word play and to what end. The first example is in the first row. The second example ("Ce matin faites comme votre café: restez allongé") will likely need to be explained to students, who likely will not know the meaning of a *café allongé*. Students then complete the table. Instructors may wish to show additional examples in a slide presentation.

Activité 17: Les mots-valises

Advertising's creative nature encourages students to play with language. In this activity, students work with "mots-valise", portmanteau neologisms made up of two separate words. After analyzing the *Revittélisez-vous* campaign, students use the chart as a matching activity to create slogans. Answers are here, but students may be creative and invent their own:

Jextraordinaire, Halogéniale, HalaRégal, Confiopote, Bridélice, Watermanie, Crédisponible, RéVolvolution.

Activité 18: Rédiger un compte-rendu (video: 3:40)

Students write a summary of a recorded interview with Claude Cossette, the father of marketing in Quebec. Students should consult the Appendices to complete this graded assignment (pages 190-191 for useful vocabulary, as well as 196-197 for format). This activity is based on a task for the B2 level of the CCI *Diplôme du français des affaires* exam.

Découverte d'une idée: La publicité africaine

This reading with embedded advertisements introduces students to changing marketing practices in Africa, where local agencies are beginning to take center stage. Students read and answer questions at home. The instructor should follow up on answers in class.

Activité 19: Blog post: La publicité, est-elle éthique?

Drawing on the examples they have discussed and practices they've learned about throughout the unit, students compose a blog in which they consider whether advertising is, or can be, ethical. Encourage them to embed examples in their blogs. This is a good place to practice the subjunctive (e.g., *je ne crois pas que la publicité soit éthique; il est important que les publicitaires fassent des changements*) and *la mise en relief* (e.g., *Moi, je crois que*).

Cas d'entreprise: Une campagne de prévention au Québec

This case study comes from a public service campaign in Quebec to prevent texting while driving. The agency (som.ca) was hired by the automobile insurance companies of Quebec. This example not only illustrates the nature of a multi-faceted campaign (radio, tv, web, billboards, and stickers), but also illustrates how an advertising agency demonstrates a campaign's success ("poids média" or media prominence score). After reading the case study, students answer questions. Activity can be completed in class or as a homework assignment.

Perspectives professionnelles: Une responsable marketing en Côte d'Ivoire

This interview with Tania Diallo introduces students to a head of Voodoo Marketing's Digital department. She explains her personal trajectory to become director, presents one of her recent campaigns, and discusses the importance of digital media in today's world. Students should be prepared to present Voodoo Digital to a group of investors. This activity is based on a level B2 task for the *CCI Diplôme du français des affaires*.

Lancer une start-up: Faites une étude du marché!

In this segment of the Lancer une start-up project, students learn to conduct marketing research. Student groups first discuss what they need to know about their potential clients in order to better position their product or service. For instance, if they are selling a cake delivery service, they need to know how much people are willing to pay; if they wish to offer a valet parking service on campus, they will want to know whether there is genuine interest, for how long people may wish to leave their cars, and how much they are willing to pay. Based on what groups want to know, they write a series of marketing questions using an online platform such as Google Forms, Qualtrix, or Survey Monkey. To help students compose good questions that will produce useful data, instructors may wish to direct students to authentic examples. Once students have completed the questions, they should test them on at least two individuals to make sure there are no errors. Finally, groups will administer questions to at least 15 persons.

NB: This activity serves as an excellent translation activity. Whether groups are pitching to a French or American audience, they should make sure their questionnaires are available in both French and English.

Unité 5: Promouvoir la santé globale

The first section introduces the concept of global health and focuses on the role of non-profit organizations in its promotion. In the second section, students learn about the UN's sustainable development goals while exploring the challenges of balancing cultural practices with public health measures such as vaccines. The final section examines how using technology, including tele-health, can help improve access to healthcare, focusing on a number of successful start-ups.

Grammar points for review

- La cause/la conséquence
- Le subjonctif passé
- Les phrases infinitives
- Les conjonctions
- Les prépositions

Films that complement unit themes

- *La Grande Séduction*. Dir. Jean-François Pouliot. 2003. (Quebec) 108 mins.
- *Le Scaphandre et le papillon*. Dir. Julian Schnabel. 2007. (France) 112 mins.
- *Hippocrate*. Dir. Thomas Lilti. 2014. (France) 104 mins.
- *Bienvenue à Marly-Gaumont*. Dir. Julian Rambaldi. 2016. (France) 96 mins.
- *Médecin de campagne*. Dir. Thomas Lilti. 2016. (France) 102 mins.
- *La Fille de Brest*. Dir. Emmanuelle Bercot. 2016. (France) 128 min.
- *Première année*. Dir. Thomas Lilti. 2018. (France) 92 mins.
- *Radioactive*. Dir. Marjane Satrapi. 2019. (United Kingdom) 109 mins.

Supplementary activities and materials

- Have students explore different health-related NGOs and report to the class about their mission and their presence in the world.
- Have students choose one of the podcasts of “Sans Rendez-vous” from Europe 1 and present an oral report to the class. They may wish to provide a written list of new vocabulary to share with colleagues. <https://podcasts.apple.com/fr/podcast/id912327922>
- A similar activity would work with “Notre Santé”, short podcast on Europe 1. <https://www.europe1.fr/emissions/le-bon-conseil-de-jimmy>

- Have students research the laws regarding vaccination in their own country/state. Have them exchange the results of their research.

I. Organisations non-gouvernementales (ONG)

The first section of unit 5 focuses on the structure and function of NGOs. Students also discuss strategies for applying for internships or jobs with these organizations. Students should review the “Vocabulaire à activer” and be able to use it in meaningful contexts.

Entrée en matière

In this opening activity, students discuss the definitions of “health” as proposed by different organizations, and then share their own definition.

Analyse d’une infographie: La santé globale

In small groups, have students analyze this infographic of global health and come up with an example for each sub-category. Then have them discuss the difference between the definitions of health previously given and the transdisciplinary approach of global health presented here. Students should note the sustainable, inclusive, and solution-oriented approach to healthcare.

Ça s’explique! Médecins Sans Frontières, qui sommes-nous? (video: 3:12)

After reviewing the “vocabulaire à activer” on page 110, have students read the questions “Avez-vous compris” and then watch the video in class. Pair students to write the answers to the questions before checking them as a whole group, orally or in writing on the board.

If completed online, have students write the answers to the questions either in the chat box (Zoom) or on the white board after they have discussed them in break-out rooms.

Activité 1: Médecins du monde

As a follow-up activity, students answer questions found on the *Médecins du Monde Belgique* website. Have them discuss the answers first in small groups, then with the entire class. Focus on question 5 which might trigger their own interest and thinking about their own professional future.

Découverte d’une idée: Travailler pour Médecins du Monde

Assign this reading and the questions as homework. Review answers in class.

Activité 2: Recruter des volontaires

For this activity, students need to refer to the text that they have read on pages 112-114.

Form groups of 4 or 5 students. Have each group designate a *Médecin du Monde* volunteer recruiter who will explain the details of the internship. The potential volunteers then asks the recruiter questions incorporating the vocabulary from page 110. Instructors can also choose to inverse the roles. If possible, film the exchanges and go over them as a class. If the class is online, have groups record the exchanges on Zoom, Flipgrid, or other available platforms. This activity is based on a *Diplôme du français des affaires* exam task at the C1 level.

Activité 3: L'influence de la culture

This oral expression activity delves into cross-cultural awareness. In groups of 3 or 4, have students discuss how health and healthcare access and practices vary from one region of the world to another, and how this impacts individuals and communities. Students should brainstorm specific examples (e.g., how HIV and aids are still stigmatized in many countries, how religion can have a strong impact on medicine and treatments, etc.). Assign one student from each group to take notes and report back to class.

Activité 4: Blog post: Pensez-vous que votre culture influence votre santé?

Students reflect and write about how their background influences their thinking about health (eg. cultural, socio-economic, religious factors etc). Ask students to incorporate sentences in the present and past subjunctive, and phrases using the infinitive. Instructors may wish to review those structures in class before the task is assigned.

II. Défis de la santé globale

This section addresses global health issues, challenges and objectives, ranging from the UN sustainable development goals to health-related awareness campaigns. Students should review the “vocabulaire à activer”

Entrée en matière

This activity invites students to brainstorm about what they believe the biggest global healthcare challenges and their causes are. In small groups, students can discuss their impressions and then make a list of 10 major global health challenges. Each group can then share their list with the class as a starting point for discussion.

Analyse d'une infographie: les objectifs de développement durable

In class, students review the list of 17 sustainable goals that the United Nations aims to meet by 2030. In small groups, students divide the goals into three categories: social, economic and ecological. Draw

three large circles on the board and designate groups to fill in the circles with the different goals. Discuss placement and choices as a whole class.

Activité 5: Les ODD les plus pressants

To follow up, have each group select the 3 goals they feel are the most pressing and the reasons for their choices. Groups then pitch their choices to the class, explaining their rationale for prioritizing these goals. Encourage debate!

Activité 6: Rédigez un rapport sur un ODD dans un pays francophone

Students can stay in the same groups formed for the previous activities with the same francophone country. Have them decide on ONE goal that they want that specific country to achieve for 2030. Each group will then find three authentic documents dealing with the specific goals, underlying issues, and proposed solutions. The documents can be newspaper articles, scholarly reviews, graphs, etc. Have each group write a “rapport” using the guidelines in the Appendices on pp. 204-5. This activity is based on a CCI *Diplôme du français de la santé* exam task at the B2/C1 level.

Ça s’explique!: Les campagnes de sensibilisation (audio - 1:10)

This interview of a francophone Belgian medical center hospital can be done as an in-class listening comprehension activity. Students write the answers to the questions individually and then exchange them as an interpersonal activity with one or two classmates. The topic of the interview is how to raise awareness among people about the overuse of some medical procedures such as X-rays. The full interview of Doctor Hut explains the specificities of the Belgian healthcare system in detail.

Activité 7: Les images médicales ne sont pas des photos de vacances

This activity, based on the following website <https://www.pasderayonssansraisons.be/fr>, informs students on the dangers of unnecessary X-Rays and over-prescribed procedures or medicines. Have students work in pairs to brainstorm about other examples and create an infographic explaining the dangers of such practices. This can be followed by a group discussion and a comparative study with other countries’ practices.

Découverte d’une idée: La semaine mondiale de la vaccination

Assign this reading and the “*Avez-vous compris?*” questions as homework. In class, use the questions to first verify comprehension and then launch discussion.

Activité 8: Les freins à la vaccination

Have students brainstorm in groups as to the reasons why some people are against vaccination. Are these reasons based on fear or rooted in cultural, scientific, or religious beliefs?

Instructors should prompt students to consider both past and present vaccine examples as they discuss their responses (polio, MMR, HPV, COVID-19, etc.). Would they agree to be the first ones to get the vaccine? Yes or no? What are their reasons?

Activité 9: Débat d'idées, jeu de rôles

First, have students analyze the *calendrier vaccinal* on page 121 and compare it to the approach adopted by their own country. Be sure to verify that they understand the illnesses associated with the different vaccines.

Next, in groups of 3 or 4, have students prepare a role-play according to the directions of the “jeu de rôles”. Where does the couple (or single caretaker) come from? If the activity is completed outside of class, the role play could be filmed and subsequently shown in class.

Activité 10: Un message de prévention pour les réseaux sociaux

In groups of 3, students choose a francophone country and research the laws regarding child vaccination schedules and any relevant statistics. They can then create an infographic summarizing the results of their research and create a short public awareness campaign message addressing the major issues and proposing solutions. These can be used in class for a presentational activity integrating the cultural and linguistic background of the chosen country.

This activity is based on a CCI *Diplôme du français de la santé* exam task at the B2/C1 level.

III. Technologies au service de la santé

In this section, students explore how technology is influencing the development and delivery of healthcare.

Entrée en matière

In small groups, have students brainstorm about the most important medical advances of the 20th and 21st centuries. Have them generate a list of treatments that were used in the past but later abandoned and/or abandoned and re-purposed (use of leeches for healing wounds after surgeries, for example). Instructors may want to discuss this question in the context of the 2020-21 pandemic. How has medicine responded to this health crisis? What technologies were invented, boosted, or abandoned because of pandemic concerns? Have a representative of each group list (on board, in chat, etc.) the most significant areas of progress made during this pandemic.

Analyse d'une infographie: La télémédecine

Assign the analysis of this infographic as homework as well as the questions *Avez-vous compris?* on page 124. Go over the answers in class. Ask students to give specific reasons explaining their attitudes toward telemedicine (question #4).

Ça s'explique!: Le CardioPad (video: 3:49)

As a pre-activity, have students locate Cameroon on a world map and identify the languages spoken there. Students should read the “*Avez-vous compris*” questions before listening to the interview of Arthur Zang, and then answer the questions in writing.

Next, have pairs of students explain to each other how the cardio-pad functions in and then elaborate on question #5. Ask students if they can think of other instances where a similar situation led to a significant invention.

Découverte d'une idée: Le don de sang

Assign this article as homework, including the questions “*Avez-vous compris*” on pp. 126-127. Have students write a list of elements that led to the success of Project Hope. In class, students share their lists and try to come to a consensus as to which element was most influential in the success of Project Hope. Students should be ready to support their choice with convincing arguments.

Cas d'entreprise: La pénurie d'eau en Afrique subsaharienne

In small groups, have students link this business case to the UN 17 sustainable goals for 2030 listed on page 117. It would be helpful for students to conduct some research on the founders of HydroIQ, Brian Bosire and Victor Shikoli (<https://www.hydroiq.africa/who-we-are>). Students should come prepared to answer the following questions: What is their story? How does their technology work? Were they able to reach their goal of supplying 34,000 households by 2019?

Activité 11: Convaincre des clients potentiels

In pairs, have students play the role of either the HydroIQ salesman rep or a government representative from a sub-Saharan African country. The goal for the HydroIQ sales person is to convince the government official to buy their technology. Have students follow the regular and efficient phases of a negotiation exchange (la prise de contact, la découverte, la synthèse de la découverte, l'argumentation, la conclusion). More information can be found on the following website: <https://kolinkis.com/fr/5-phases-reussir-negociation/>. This activity is based on a CCI *Diplôme du français de la santé* exam task at the B2/C1 level.

Activité 12: La santé

Divide the class in two groups:

Group A: Healthcare representatives of colleges where students might study abroad for one or two semesters. Each individual in the group will study the healthcare system of a country that they “represent” in order to be able to explain how it works, as well as the measures that the college has put into place to help students in case of problems.

Group B: Students who are exploring different possibilities for study abroad, and who want to better understand how they can access care abroad. Each student draws up a list of questions (e.g., Which vaccines do they need? What are the major health issues in that country? How much does it cost to go to the doctor? What would the college do in case of a serious illness? etc.) .

A and B students role-play the scenario in class or film the interactions and subsequently watch them as a whole group.

Perspectives professionnelles: Portraits des médecins du monde

The class is divided into three groups. Students are each assigned to read the profile of one Médecin du Monde healthcare professional (Amadou, Dounia, Louis). After taking notes about the assigned profile, they exchange what they have learned with a colleague in their group and discuss the similarities and differences between their jobs, responsibilities, quality of life, etc.

In conclusion, they talk about why their jobs are crucial and “subjectively” decide if and why they are happy (or not) in those positions.

Lancer une start-up: Créez une campagne!

Students continue to work on their start-up project. In this step, they are given the assignment of creating their advertisement campaign, which includes the creation of a slogan, a short video, and a written advertisement. Before beginning this creative task, students must first decide how to position their product or service, that is, they must identify the particular quality that they wish to highlight in order to show their product or service is unique and superior to its competition. It may be helpful to create a perceptual map to arrive at this quality, which might be its cost, its color, its speed, its "cool factor" or its sustainability. Next, students will identify their target clientele, based on the market surveys they completed in the previous chapter. Combined together with the product specifications, this information will allow students to create a coherent advertising strategy that will align their product with their target market. This is arguably the most important part of an advertising campaign, and the reason many do not succeed: they have not understood their market. Placing an ad for acne cream on Facebook will not yield the same results as placing that same ad on Instagram. Likewise, if

students are promoting an on-campus valet service, they must consider what students are actually willing and able to pay, and to be able to show that through their market research. This detailed website page from the Paris Chamber of Commerce, designed for entrepreneurs, may help students better understand the criteria for selecting their target clientele: <https://business-builder.cci.fr/guide-creation/letude-de-marche/agir-segmenter-les-clients>

Depending on time and access to resources, instructors may wish to keep technical aspects of this project relatively simple, instructing students to use only their phones to create the video.

Alternatively, students might explore on-campus resources, engaging an on-campus multimedia studio to help with sound booth recordings and use of green screens. Either way, students should be creative in their efforts.

Unité 6: Être diplomate

Unit 6 gives students an opportunity to explore several aspects of international diplomacy and intercultural negotiation including issues of immigration and migration. In the first section, students learn about the French diplomatic network and discuss the necessary qualifications for a diplomatic career. The second section focuses on intercultural negotiation strategies. Students brainstorm about multilateral approaches to international crises in the final section.

Grammar points for review

- Le subjonctif présent et passé
- Les pronoms indéfinis
- L'expression de l'opposition
- L'expression de la concession
- La négation

Films that complement unit themes

- *La Bataille d'Algers*. Dir. Gillo Pontecorvo. 1966. (Italy) 121 min.
- *Tabataba*. Dir. Raymond Rajaonarivelo. 1988. (Madagascar) 128 min.
- *Welcome*. Dir. Philippe Lioret. 2009. (France) 110 min
- *Le Havre*. Dir. Aki Kaurismäki. 2012. (France) 93 min.
- *Paris à tout prix*. Dir. Reem Kherici. 2013. (France) 95 min.
- *Quai d'Orsay*. Dir. Bertrand Tavernier. 2013. (France) 113 min.
- *Timbuktu*. Dir. [Abderrahmane Sissako](#). 2014. (Mauritius/France) 100 min.

Supplementary activities and materials

- Podcast: “Oui are New York” interview with Anne-Claire Legendre, former French Consul, New York (April 10, 2019)

- Listening comprehension activities on RFI: <https://savoirs.rfi.fr/fr/le-francais-des-relations-internationales>

I. Diplomatie et relations internationales

This first section invites students to learn about the French diplomatic network and the path toward a career in diplomacy.

Entrée en matière

In this opening activity, students brainstorm about the necessary personal qualities, educational training, and job responsibilities of diplomats. They can make a list of famous diplomats and explain their contributions. Examples from the U.S. include Thomas Jefferson, Benjamin Franklin, Frederick Douglass, Eleanor Roosevelt, Colin Powell, Susan Rice, and Hilary Clinton. French-speakers include Alexis de Tocqueville, Charles Maurice de Talleyrand-Périgord, Jean Monnet, Léopold Senghor, and Christine Lagarde.

Analyse d'une infographie: Le réseau diplomatique français

This activity could be done in class or assigned for homework. Students explore the network of French diplomacy as depicted in the infographic and answer comprehension questions.

Ça s'explique!: Les diplomates de la Mission française à l'ONU (video: 2:40)

Assign this video as homework along with the comprehension questions. This activity could also be conducted in class, or serve as a graded listening comprehension exercise.

Activité 1: Voulez-vous devenir diplomate?

Students discuss in groups of 3 or 4 their interest in pursuing a diplomatic career.

Drawing on what they have learned from this work on the infographic and the video, they should cite specific advantages and disadvantages of diplomatic work.

Découverte d'une idée: Diplomates en action

Assign this reading for homework along with the chart on page 136 and the comprehension questions on page 142. The class can be divided into three groups, with each group responsible for summarizing the background and career of one of the three diplomats.

Activité 2: Une journée de formation

Drawing on the infographic, reading, and video, students work in groups of 3 to design a seminar for young people interested in pursuing a diplomatic career. Using the chart, students indicate the type of information to be presented and justify its inclusion. They also decide on the speakers for each theme. Finally, they create an official invitation for the seminar that includes the main points to be covered. Depending on time, this activity can be completed in or outside of class.

Activité 3: La diplomatie interne

This research project can be used as a graded assignment as students can present their analysis in a 1-page essay. Each student chooses a different francophone country and analyzes different elements of its diplomatic website including vocabulary, images, and themes. Based on analysis of these elements, students speculate on the diplomatic challenges of each country.

II. Négociations interculturelles

The section focuses on the influence of culture on negotiation strategies.

Entrée en matière

Before breaking into smaller groups for discussion, have the class review the new vocabulary on page 143. Students then work in small groups and share their experiences with negotiation in work, club, or team sport settings. The focus then shifts to a conversation about approaches to negotiation in their own culture and the influence of culture on negotiation strategies.

Analyse d'une infographie: Les priorités de la diplomatie française en développement

Assign this activity for homework along with the comprehension questions.

Ça s'explique!: La diplomatie en Afrique (video: 1:38)

Play in class, or assign for homework along with the comprehension questions. Question #4 asks students to do research on pre and post-colonial maps of Africa. Developing a better understanding of Africa's colonial history will prepare students for later activities in this unit.

Découverte d'une idée: Négociateur en Afrique aujourd'hui

Assign this article for homework, along with the comprehension questions on page 147.

Activité 4: Rédiger un discours d'ouverture

Each student chooses one of the diplomats presented in this section. After doing research to compile a biographical sketch, each student uses this information to write a formal introduction that will serve to introduce the honored guest at a gala event. Before completing this activity, students should consult

the model and suggestions for the “Discours d’ouverture” on pp. 206-207. This task is based on the CCI *Diplôme du français des relations internationales* exam, level C1. To expand, instructors could ask students to record their *discours*.

III. Multilatéralisme et mouvements migratoires

This section examines the effect of multilateral initiatives and efforts by diplomats to address cross-border migration linked to political crises.

Entrée en matière

Students work in small groups to share knowledge about recent international crises and the global reaction to these situations. Examples include the Cold War, the Cuban missile crisis, the conflict in Afghanistan, the Arab Spring, and the Syrian refugee crisis.,

Analyse d’une infographie: Aperçus statistiques des déplacements des personnes au niveau global

Assign for homework along with comprehension questions on page 149 or have pairs of students complete in class. This activity offers an opportunity to review numbers, which even advanced students tend to struggle to master.

Activité 5: Quelles solutions?

In small groups, students discuss how different countries, individuals, and humanitarian organizations have responded to the migration problem. They also brainstorm about job opportunities in humanitarian organizations that do this type of work.

Activité 6: Blog post: L’UNHCR au travail

For this blog, students pick a region where a humanitarian effort is underway to help migrants. In an effort to better understand the situation, they should look for 3 related articles online. Students take notes on the articles and summarize their findings in a blog post. To practice grammar in context, instructors may direct students to employ present and past subjunctive, as well as various forms of negation in their blog post.

Ça s’explique!: Entretien avec une diplomate au centre de la crise migratoire (video: 3:52)

Play in class or assign for homework along with the comprehension questions on page 150. If completed at home, students should be prepared to present their answers in class to jumpstart discussion.

Découverte d'une idée: Un accord limité

This article builds on students' understanding of migration by presenting the complexity of reaching a multinational accord. Assign this text for homework along with the comprehension questions on page 153. Students should be prepared to discuss their answers in class.

Activité 7: L'Europe, un continent unifié?

For this debate, the class is divided into 2 teams. One team will research and present arguments for a united Europe while the other team advocates for a dissolution of the European Union. Students can work together in class to divide research and presentation tasks among team members and then finish preparation for homework.

Activité 8: Rédiger une déclaration officielle sur la crise migratoire?

Assign as a graded writing activity. Each student chooses one of the three international organizations listed that work directly with migrants and refugees. After consulting at least three news sources regarding the work of these organizations, each student writes an official declaration that summarizes their involvement in the refugee crisis. This task is based on a level B2 *Diplôme du français des relations internationales* exam.

Activité 9: Rédiger le discours d'ouverture

Assign as a graded writing activity. Students should first consult the SOS Méditerranée poster on page 154 for an event designed to raise funds for migrants. They should then consult the SOS Méditerranée website and prepare an opening speech for the event, following the model and guidelines on pp. 206-207. This task is based on the CCI *Diplôme du français des relations internationales* exam, level C1. To expand, instructors could ask students to record their *discours*.

Activité 10: Obtenir un appui sur le terrain et négocier

Students work in pairs to improvise a dialogue between the head of an international humanitarian program that aids refugees and a local official in Marseille who can help with supplies and equipment. This task is based on the CCI *Diplôme du français des relations internationales* exam, level C1. To expand, instructors could ask students to record their *discours*.

Cas d'entreprise: La COP25 et l'accord de Paris

Assign this reading for homework. Ask students to be prepared to present an oral summary and to give their perspective on the future of the Paris Climate Accord.

Perspectives professionnelles: Une Chargée de communication en Belgique

This interview features Fabienne Pompey, communications chief for France and Monaco at the UNRIC in Brussels. Students can take notes to trace the professional pathway of Pompey as well as her advice for women interested in careers in the field of international relations.

Lancer une start-up: Faites un pitch!

The start-up project concludes with each group presenting a formal pitch for their product or service in class. Presentations should last between 15-20 minutes and should include relevant research and statistics that led to them devising their campaign, as well as the elements of the campaign itself. Each group presents while classmates play the role of potential investors. After each presentation, the “investors” ask questions to determine whether or not they are willing to fund the project. It would be helpful to show a clip or two from the Québécois show *Dans l’œil du Dragon* where entrepreneurs pitch their ideas to investors.

Unité 7: S’engager pour la planète

The final unit examines the growing impact of the sharing economy, sustainability, and social entrepreneurship on global communities. In the first section, students discuss the features of shared and collaborative economies. The second section focuses on socially responsible measures undertaken by some companies and organizations, while the third section gives students an opportunity to explore the concept of social entrepreneurship.

Grammar points for review

- Le subjonctif avec les verbes d’opinion
- Le discours indirect
- Les articulateurs logiques
- La concordance des temps
- La nominalisation

Films that complement unit themes

- *Les greniers de l’argent*. Dir. Jean-Michel Rodrigo. 2001. (France) 52 mins.
- *Bamako*. Dir. Abderrahmane Sissako. 2006. (Mali/France/US) 114 mins.
- *The Idiot Cycle*. Dir. Emmanuelle Schick Garcia. 2009. (Canada) 93 mins.
- *Demain*. Dir. Cyril Dion and Mélanie Laurent. 2015. (France) 118 mins.
- *La glace et le ciel*. Dir. Claude Lorius. 2015. (France) 89 mins.
- *Le meilleur suffit*. Dir. Denys Piningre. 2017. (France) 52 mins.

Supplementary activities and materials

- Listen to Podcast: “Oui are New York” interview with director of Station F start-up campus in Paris, Roxanne Varza (April 13, 2020) <https://podcasts.apple.com/us/podcast/roxanne-varza-station-f-la-carri%C3%A8re-incroyable-cette/id1441667225?i=1000471356008>
- Listen to Podcast about French start-up Ynsect, <https://www.ouiareny.com/episodes/s2e6-antoine-hubert>
- Create social media campaign to encourage businesses to support sustainable practices
- Write an op-ed to persuade readers to support sharing economy

I. Économie du partage et économie collaborative

In this opening section, students explore how shared and collaborative economic approaches are reshaping commerce.

Entrée en matière: Êtes-vous partant.e?

Divide students in groups of three or four. Have them draw a table with two columns. On one side, they should list the names of companies that practice “l'économie du partage”. In the other column, they should list companies that practice “l'économie collaborative”. Students should also identify which sector each company belongs to. Next, students should discuss the actions they take (or not) to follow the principles of these two kinds of economies, and why. Groups should also discuss challenges and/or benefits that result from following those two models before sharing findings with the rest of the class.

Analyse d'une infographie: L'économie du partage

Ask students to carefully analyse the infographic on page 161 and to answer questions “Avez-vous compris” 1-4. In class, students will share and discuss the drawings they have made with a partner (See instructions).

Activité 1: Adopter une économie du partage

This activity is an extension of the previous one with students continuing to discuss their habits and the reasons that they choose to participate in the sharing economy or not. Question #3 invites students to think deeper about their weekly habits and their possible impact on financial, ethical and personal outcomes.

Ça s'explique!: L'ubérisation est-elle une chance pour l'économie? (video: 3:29)

Before watching the animated *Le Monde* video about the pros and cons of the uberized economy, have students read the *Avez-vous compris* questions. Students will then answer the questions while the video

is playing. Have students discuss their answers in pairs before checking them as a whole group.

Activité 2: L'Ubérisation des services à travers le monde francophone

In preparation for the round table, divide the class into groups of three or four. Have each group select a different francophone country. Each group then undertakes research (either in class or as an assignment outside of class) in preparation for a round table discussion on the uberisation of services in their chosen country. While doing research, students should identify principal companies engaged in uberisation in the country and consider the effects of cultural, environmental, and economic factors on this phenomenon.

For the round table, one student from each group presents the results of the group's research. Other students take notes during each presentation to gather information about the uberisation of services in different francophone countries. Students should formulate follow-up questions for each presenter.

Activité 3: Convaincre un.e client.e potentiel.le

Drawing on knowledge gained in the previous activity, students choose a francophone country where a new “uberized” service could be launched. Students should come up with researched-based arguments for their choice. When ready, pair students and have them convince each other to invest in the commercialization of the chosen service.

Activité 4: On se mobilise!

The research part of this group activity can be assigned as homework. Have half of the class research and play the role of an employee and the other half research and play the role of a manager/boss for the selected company. In class, or in break-out rooms, put students in pairs (one employee + one manager of the same company) and have them role-play the negotiation. Make sure to refer students to the *Actes de Parole-Communication orale* on pages 186-188.

Découverte d'une idée: L'économie collaborative ou l'économie du partage?

As this reading is more technical, instructors may wish to have students turn in *Avez-vous compris* as homework. Students should discuss their answers in small groups before sharing them with the class.

Activité 5: Rapport sur une ville collaborative

In this activity, students imagine they are part of a task force charged with developing a report for the mayor of their community. To complete this task, students should review the appendix (pages 204-205) for information on the content and structure of a report. Next each student should consult three different resources to research the positive outcomes of the collaborative economy. Finally, they will

write an individual report addressed to the mayor that includes suggestions for ways to develop this kind of economy in their community. This activity is modeled after a CCI *Diplôme du français des affaires* task, level B2.

Activité 6: L'invité du jour

In this role play between a journalist and a member of the Belgian Green Party, students take turns responding spontaneously to the questions on p. 167. Students should employ expressions provided in the appendix pages 186-188. This activity is modeled after a CCI *Diplôme du français des affaires* task, level C1.

II. Entreprises éthiques

This section focuses on the question of how companies and organizations are adapting policies of social responsibility and sustainability into product design and services.

Entrée en matière: Les ODD et les entreprises

Have students review the new vocabulary lists in preparation for this activity. In groups of 3, students brainstorm about the intersection of business and sustainability objectives. How can companies and organizations begin to integrate sustainability into their activities? Have students make a list of specific examples of “socially responsible” organizations and their efforts.

Analyse d'une infographie: Comment est-ce que la RSE se manifeste en Martinique?

This infographic from Martinique presents nine ways for companies to exercise social responsibility. Remind students that the acronym “RSE” stands for “Responsabilité Sociale des Entreprises.” Have students read the questions in the *Avez-vous compris?* section and then work in pairs to analyze the infographic and respond to the questions. For question #4, students should complete the chart. They may have examples in mind of companies for each category, or they could do this for homework.

Activité 7: La responsabilité en entreprise

This activity addresses the difficult issue of persuading companies to adapt more sustainable and socially responsible practices. Students work in groups of 4 to exchange ideas, and then each group shares their findings with the class.

Activité 8: Débat sur la RSE

For this in-class debate, the class is divided into four homogenous groups:

Group 1: company heads opposed to responsible practices

Group 2: government representatives focused on regulation

Group 3: employees in favor of socially responsible business practices

Group 4: employees who are opposed to the new practices and prefer older models.

Each group has 12-15 minutes to prepare arguments that correspond to the beliefs of the members of their assigned group. After drawing up a list of arguments, students are divided into new, heterogeneous groups that are composed of one representative from each group of stakeholders. In their new groups, students debate their points of view, basing arguments on prior group discussions. To conclude, each group shares with the class the most convincing arguments for each group of stakeholders.

Ça s'explique!: L'entreprise Djouman (video: 1:06)

Watch in class or assign for homework. Students watch the video and respond to the “*Avez-vous compris?*” questions.

Découverte d'une idée: Une nouvelle mode?

Have students read and take notes on this article on sustainable fashion in class. They can then work with a partner to answer the “*Avez-vous compris?*” questions on page 172 and then share their answers with the class.

Activité 9: Blog post: Faites des recherches

For this blog post, students do online research to identify two clothing brands that have adopted a sustainable approach to fashion and two that have chosen not to adopt this approach. Students then write a blog post reflecting on how their decision to purchase certain brands is or is not influenced by the practices of the fashion companies. The instructor may have students review the use of the subjunctive with opinion verbs in preparation for this blog post.

Activité 10: Rédiger et présenter un rapport

This activity allows students to explore on-campus measures in place that are in line with sustainability and social responsibility. Each student should first brainstorm about measures that can be adopted by different campus stakeholders: students, administration, outside suppliers etc. The next step is to organize the information and decide on a plan to move forward. The final step is to write a report that includes deadlines for the execution of each aspect of the plan. Students should consult pp. 204-205 for suggestions for organizing and presenting a report. This activity is based on a CCI *Diplôme de français des affaires* exam task, level B2.

III. Entrepreneuriat social et start-up

In this final section, students explore the notion of social entrepreneurship as well as the different stages of start-up funding and expansion.

Entrée en matière

Students should begin by reviewing the vocabulary. In groups of 3, they should brainstorm about the differences between traditional companies and start-ups. They should then focus on the connection between entrepreneurship and social responsibility and come up with a list of factors that would be important for launching a socially responsible start-up. Finally, they should read the two statements regarding entrepreneurship and give examples that illustrate these descriptions.

Analyse d'une infographie: Comment fonctionne l'entrepreneuriat social?

Have students read the “*Avez-vous compris?*” questions. Working in pairs, students should analyze the infographic and then answer the questions. Each pair can share one of their answers with the class.

Activité 11: À vos crayons!

Assign for homework. This creative activity invites students to imagine a new infographic that communicates the same information but in a different way. Students may wish to draw from previous examples in the textbook, adding graphics or images.

Activité 12: L'entrepreneuriat social partout dans le monde: Publi-reportage

Students do research on socially responsible entrepreneurship in a specific francophone country. They should first consult the “Ashoka” website to discover current projects being funded in francophone countries. The next step is to explore the one country’s projects and examine whether they meet the guidelines presented in the infographic on p. 174. Finally, each student prepares a flier designed to promote social entrepreneurship in the country they have examined. This activity is based on a level C1 task for the CCI *Diplôme de français des affaires* exam.

Ça s'explique!: Un processus hors commun (video: 7:38)

Assign for homework or as an in-class activity. Students watch the video on the start-up “FasoPro” which is based in Burkina Faso and then answer the “*Avez-vous compris?*” questions.

Découverte d'une idée: FasoPro une start-up innovante

Assign for homework. This reading presents additional information about FasoPro and its commitment to social entrepreneurship. Students complete comprehension questions 1-3 and then support their opinions in more lengthy responses in questions 4-5.

Activité 13: Comment vendre des chenilles chez vous?

Students consider how the FasoPro products could be marketed successfully in the U.S. or in other countries. First alone, and then in pairs or groups, they discuss how to adapt their advertising to a new market, citing culturally specific examples to support their ideas.

Activité 14: S'investir dans l'entrepreneuriat social

For this three-part exercise, students imagine that they are studying in a prestigious graduate business school. In order to make fellow students aware of the value of social entrepreneurship, they send a formal email invitation, prepare a research-based presentation on the advantages of social entrepreneurship, and finally deliver a brief 3-minute presentation to the class. This task can be used as an integrated performance assessment (IPA).

Cas d'entreprise: Table ronde sur la mode éthique

In preparation for this roundtable discussion, students work in groups to conduct research on ethical fashion practices in a francophone country. They then follow this multi-step process:

1. Assign a specific identity to each member of the group from the list of suggestions.
2. Keeping in mind the priorities and preoccupations of each stakeholder, each student prepares arguments for or against ethical fashion.
3. Each student plays their assigned role in the roundtable discussion. The roundtable could be filmed or held in class.
4. As a follow-up, each student writes up a brief article for the company newsletter summarizing the roundtable discussions and sharing their opinion on the issue of ethical fashion.

Perspectives professionnelles: Une créatrice de vêtements éthiques en Belgique

Assign for homework. Students should read and take notes on this interview with an entrepreneur whose boutique in Brussels, “Wonderloop,” is devoted to sustainable fashion. The instructor could have students review the indirect discourse structure and then ask them to reframe the owner’s responses using indirect discourse.

Lancer une start-up: Réfléchissez à votre travail

In this final activity related to the start-up project, students reflect on their work and write up a 500-word analysis of their group's project. The list of questions can help jumpstart their writing.