



Course Aims

This course is an unrestricted elective (UE) for any undergraduate student with an interest in the French and Francophone language, culture, study and work life, but with no prior knowledge of this widely spoken language. LF9001 will teach you very basic French to the level of A1.1 according to the Common European Framework of Reference for Languages (CEFR). Using a learner-centric teaching approach, this course will provide you with a very basic foundation in French and will equip you with some very basic knowledge for cross-cultural situations with Francophone speakers. This course practises the four language skills (reading, writing, listening, and speaking) through an action-oriented approach with the aid of a wide range of audio-visual and online activities that relate to yourself such as greetings, identities, time, numbers, hobbies, location and everyday activities. Thus, this course will be beneficial for you to travel, study and work in Francophone countries or for French speaking companies. Learning French might make you more enjoyable in a globalised economy.

Intended Learning Outcomes (ILO)

After completing LF9001 you will be able to:

1. Communicate in French according to elementary sociolinguistic norms and interact in a simple way when performing very basic, resembling like or real-life tasks.
2. Speak with a sufficient fluency and accuracy on a range of very familiar topics related to yourself and others, your family, your city, your hobbies, your likes and dislikes and your daily life.
3. Write simple sentences very short descriptive and informative texts about very familiar topics.
4. Listen, interpret and comprehend simplified French spoken material and address comprehension questions related to the topics referred in ILO 2.
5. Read, comprehend and interpret simplified written French material and address comprehension questions related to the topics referred in ILO 2.

Course Content

List of Topics Covered:

Communicative and interactive skills

- Exchanging personal information about identity, languages, occupation, address, DOB, hobbies, likes and dislikes, family members, daily life activities and habit.
- Introducing your city and giving directions.
- Asking the price of items

Phonetics

- Basic rules for pronunciation and reading (blended sounds, etc.)
- French consonants and vowels (nasal vowels, etc.)
- Common “liaisons” (subject with verb, article with noun)
- Intonations

Vocabulary

- Alphabet
- Greetings & identity
- Numbers, date, time & price

- Languages & nationalities
- Countries & public places / shops names
- Likes & dislikes
- Occupation & hobbies
- Daily life activities & habits
- Family
- Directions

Grammar

- Sentence structure: statement and questions
- Most common question words (W/H- questions and Y/N-question)
- Verb conjugation: regular and a few irregular patterns
- Form of address: formal vs informal
- Subject personal pronouns
- Most common conjunctions (et, mais, parce que)
- Articles: definite, indefinite, possessives
- Agreements (verbs, nouns, adjectives)
- Negation
- Prepositions of position and movement
- Place of adjectives and adverbs

Culture

- Understanding telephone numbers in France
- Writing an address in French
- Understanding French territory administrative division
- Getting to know famous French speaking celebrities (politics, writers, artists, athletes, etc)
- Understanding when to use formal and informal way of addressing to someone.
- Discovering a few main, famous cities and monuments of Francophone countries
- Knowing a few French festivals
- Getting to know a few French habits and way of life (food, time of main meals, etc)
- Structure of French families (birth rate, life expectancy, family structure, etc.)

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. Continuous Assessment 1 (CA 1): Quiz	1, 3, 4, 5	Competence Civic-mindedness Communication Character	10%	Individual	N. A.
2. Continuous Assessment 2 (CA 2): Oral 1	1, 2, 4	Competence Civic-mindedness Communication Character	15%	Pair/team	Appendix 2: oral expression
3. Continuous Assessment 3 (CA 3): Test 1	1, 3, 4, 5	Competence, Civic-mindedness Communication Character	15%	Individual	Appendix 1: written expression
4. Continuous Assessment 4 (CA 4): Test 2	1, 3, 4, 5	Competence, Civic-mindedness Communication	25%	Individual	Appendix 1: written expression

		Character			
5. Continuous Assessment 5 (CA 5): Oral 2	1, 2, 4	Civic-mindedness Communication Character Creativity	20%	Pair / team	Appendix 3 : Oral expression
6. Continuous Assessment 6 (CA 6): Participation	All	Civic-mindedness Communication Character	15%	Individual	Appendix 4: participation
Total			100%		

Formative feedback

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both you and teachers. All assessments in the course, even formal testing like CAs, must be formative. The feedback will be given in a prompt and informative manner with specific reference to the Intended Learning Outcomes as soon as possible during or after the learning activity.

Tools used for formative assessment and learning activity implemented in this course are:

- **Classroom tasks:** Oral or written feedback for the tasks performed in groups or individually during each class session is given to students/groups.
- **Complementary exercises:** Exercises comprising vocabulary, grammar and comprehension exercises are completed by students during the class. Oral feedback and corrections are given in class.
- **Written Assignment:** Individual written feedback/comments regarding vocabulary, grammar, structure and content are to be given to each student for each non-summative or summative writing assessment.
- **Oral Test:** Individual /group oral feedback on the communication skills will be given to each student after the summative oral assessment.
- **Discussion board/Whatsapp group:** the discussion board/Whatsapp is used to develop and guide students writing skills throughout the course. You will receive feedback on your accuracy level of coherence and cohesion using the language. It also facilitates learning by allowing you to view and comment the work of others.

Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Action-Oriented Approach (following the CEFR recommendations) & Blended learning	<p>Through a wide range of learning material, such as textbook, videos, paired work and class activities, you are encouraged to participate in resembling-like or real life tasks, role-plays and meaningful engaging in-class activities to develop the necessary receptive and productive skills in French.</p> <p>Prior to the class, web links or materials posted on NTULearn will get you ready for the interactive activities in class. This allows class time to be devoted to expanding on and mastering the material through collaborative learning exercises, projects, and discussions.</p> <p>After each lesson, grammatical concepts, vocabulary acquisition, listening, reading and writing skills are also further enforced through post-class exercises called <i>Classiels</i>. Online learning before and after class will support you in achieving the learning outcomes.</p>

Reading and References

Girardet J., Pécheur J., Gibbe C., Parizet M.-L. (2017) *Tendances 1*, Paris : Clé internationale.

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Course Policies and Student Responsibilities

1. General

You are expected to complete all assigned pre-class and post-class activities, attend all classes punctually and take all scheduled assignments and tests by their scheduled dates. You are expected to take responsibility to follow up with course notes, assignments, and materials for any classes you have missed. In class you are expected to participate in all discussions and activities.

2. Absenteeism

Absence from class without a valid reason will affect your participation in class, and hence your overall course grade. Valid reasons include falling sick supported by MC (Medical Certificate) and participation in NTU's approved activities supported by LOA (Letter Of Absence) from the relevant bodies. There will be no make-up opportunities for in-class activities.

You are required to submit all compulsory assignments on due dates. Please note that you will be awarded a zero grade if you do not attend any of your assessments.

In order to be eligible for a re-test you have to inform your tutor and the French language coordinator before the test date/time. Moreover, you need to email a digital copy of your supporting documents on the same day to the same people. Remember that these documents also have to be submitted to your school for evaluation. If they warrant an excused absence you will be granted an alternative test date.

If a re-test is granted and scheduled, you have to attend the re-test on the day and time provided, otherwise you will be awarded a zero grade.

3. Online Assignments

You are required to attempt your online assignments during the scheduled time. The *classiels* allow multiple attempts and the highest score will be considered. This is a part of your participation mark.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week	Topic	ILO	Readings / Activities
W1	<i>Telling your name & spelling names</i>		Classiel 1

L1	<p>Chapter: <i>Tendances 1</i>, U0, L1, pp. 12-13 & U0, L2 p. 15</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - greet someone - introduce yourself and someone else (name) - spell French names and words <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - greeting words : bonjour, salut, au revoir, ça va ? - vocabulary to introduce people (ex: <i>My name is, what's your name ?</i>) - French alphabet and French names <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - personal pronouns (subject) (ex: I, you, he, she, etc.) - the verbs "être" (to be) and "s'appeler" ("to be named") in the present tense - the interrogative pronouns « qui » (<i>who</i>) - & « comment » (<i>how</i>) - Understand how to pronounce the final letter of a word 		<p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
W1 L2	<p><i>Making contact: telling the languages your speak</i> Chapter : <i>Tendances 1</i>, U0, L2&3, pp. 16-17</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - to use basic words of politeness in French - tell the languages you speak - tell your occupation - tell your likes - count to 10 <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - languages (ex français/French, anglais/English, etc) - basic words and expressions of politeness (merci, de rien, excuse-moi, s'il vous /te plaît, voici, etc.) <p>In grammar & phonetics, you will be able to:</p> <ul style="list-style-type: none"> - choose a form of address: « tu » or « vous »? - use regular –ER verbs (parler, aimer) in the present tense - make simple questions with a rising intonation 	All	<p>Classiel 2</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
W2 L3	<p><i>Introducing yourself: telling where you live (city & address) & your likes</i> Chapter : <i>Tendances 1</i>, U1, L1, pp. 20-21</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - tell where your live (city and address) - talk about your likes - fill in a simple form about yourself 	All	<p>Classiel 3</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p>

	<p>In vocabulary and culture, you will:</p> <ul style="list-style-type: none"> - learn names of countries - get cultural information about postal address in French <p>In grammar & phonetics, you will:</p> <ul style="list-style-type: none"> - use definite articles (le, la, les, l') (p. 23) - review –ER verbs conjugation (habiter) - use the interrogative pronoun « où » (<i>where</i>) 		<p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
W2 L4	<p><i>Telling your nationality & your occupation</i> Chapter: <i>Tendances 1</i>, U1, L2, pp. 22-23</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - tell your nationality and someone else's - tell your occupation and someone else's <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - adjectives of nationalities - a few job titles - numbers 10 to 69 (review: 1 to 10) <p>In grammar & phonetics, you will:</p> <ul style="list-style-type: none"> - use adjectives of nationalities and job titles in masculine/ feminine/ plural forms - review the verb "être" (<i>to be</i>) conjugation 	All	<p>Classiel 4</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
W3 L5	<p><i>Asking and giving information about yourself (1)</i> Chapter : <i>Tendances 1</i>, U1, L3, pp. 24-25</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - give information about your age - tell what you understand or not <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - numbers (69 to 100) - the alphabet (review) <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - the simple negation "ne.. pas" - the verbs "avoir" (<i>to have</i>) and "comprendre" (<i>to understand</i>) 	All	<p>Classiel 5</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
W3 L6	<p><i>Asking and giving information about yourself (2)</i> Chapter : <i>Tendances 1</i>, U1, L4, pp. 26 (+ p. 29)</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - tell your first and last names 	All	<p>Classiel 6</p> <p>Listening comprehension activities with videos and audio recordings</p>

	<ul style="list-style-type: none"> - ask and give information about your personal details (telephone, email & marital status) <p>In vocabulary and culture, you will:</p> <ul style="list-style-type: none"> - get cultural info about telephone numbers and family names in France - learn a few more occupations <p>In grammar & phonetics, you will:</p> <ul style="list-style-type: none"> - use the interrogative adjective quel (<i>what/which</i>) - use the possessive adjective « votre » (<i>your</i>) - review other interrogative pronouns 		<p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
<p>W4</p> <p>L7</p>	<p>QUIZ – 25 min (10% CA) (listening, grammar, written)</p> <p>Introducing your city Chapter: <i>Tendances 1</i>, U1, L4, pp. 27</p> <p>At the end of this lesson, you will be able to</p> <ul style="list-style-type: none"> - present and introduce your city <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - names of public places (1) - names of famous French people and places - a few more professions <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - the indefinite articles (un, une, des) - the interrogative pronoun « pourquoi ? » (<i>why ?</i>) - & the conjunction « parce que » (<i>because</i>) - « Il y a » (<i>there is/are</i>) - structures noun + de+ noun 	All	<p>Classiel 7</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
<p>W4</p> <p>L8</p>	<p>Understanding and giving directions Chapter: <i>Tendances 1</i>, U2, L1, pp. 34-35</p> <p>At the end of this lesson, you will be able to follow and give directions</p> <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - names of places in a city (2) - (avenue, boulevard, rue, feu, etc) - ordinal numbers (first, second, third, etc.) - useful words for directions - (aller, tourner, arriver, passer, gauche, droite, etc) <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - the verb “aller” in the present tense - prepositions of place: à/chez + public places/people - contracted articles (au, aux) 	All	<p>Classiel 8</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
W5	Finding an address & traveling to a country abroad	All	Classiel 9

L9	<p>Chapter : <i>Tendances 1</i>, U2, L2, pp. 36-37</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - understand and localise addresses in a city - characterise places /cities/people in a simple way - localise countries <p>In vocabulary and culture, you will:</p> <ul style="list-style-type: none"> - learn prepositions of position & movement (devant, derrière, en face de, en haut de, etc) - get cultural information about French addresses <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - prepositions of position & movement + cities/countries - contracted articles (du, des) - high frequency adjectives (masculine and feminine forms) 		<p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
W5 L10	<p><i>Meeting Someone (asking questions)</i> Chapter: <i>Tendances 1</i>, U2, L3, pp. 36-37</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - ask and answer questions about yourself <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - the verbe “venir” (<i>to come</i>) in the present tense - Y/N question with « est-ce que » - WH- words with « est-ce que » - high frequency adjectives (masculine and feminine forms) 	All	<p>Classiel 10</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
W6 L11	<p><i>Meeting Someone (indicating origins)</i> Chapter: <i>Tendances 1</i>, U2, L3, pp. 36-37</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - indicate where you come from <p>In vocabulary and culture, you will review:</p> <ul style="list-style-type: none"> - the names of countries and public places <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - prepositions of origin: de + public places/people/countries 	All	<p>Classiel 11</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p>

			Interactive dialogue between students/ with the tutor
W6 L12	Feedback on Quiz 1 (15 min – 20 min) Oral 1 (70 min) (15% CA) (Listening & Speaking)	1, 2, 4	Paper review
NO LESSONS – RECESS WEEK			
W7 L13	Oral 1 feed-back (10 min) Review session for written test 1 (group project 1)	1, 3, 4, 5	Exam Feedback Group work Revision activities
W7 L14	Written test 1 (15% CA) (listening, reading, writing)	1, 3, 4, 5	
W8 L15	<p>Knowing the yearly events of a city Chapter : <i>Tendances 1</i>, U2, L4, pp. 40-41</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - tell the date and your date of birth - ask for a price <p>In vocabulary and culture, you will:</p> <ul style="list-style-type: none"> - get information about French festivals - learn the months of the year + the days of the week - learn numbers (100 to 1 000 000 000) <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - the interrogative pronouns “quand” (<i>when</i>) - & “combien” (<i>how much/how many</i>) - the verbs “faire” (<i>to make/ to do</i>) & dire (<i>to say/ to tell</i>) 	All	<p>Classiel 12</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
W8 L16	<p>Meeting family members Chapter: <i>Tendances 1</i>, U3, L1, pp. 48-49</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - introduce the members of your family - make polite requests <p>In vocabulary and culture, you will learn: Family members and kin relationship</p> <ul style="list-style-type: none"> - how to make a polite request with “je voudrais” & “je peux” <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - the possessive articles - the structure noun+ de+ noun to express possession. - “faire” (<i>to do or to make</i>) + avoir (<i>to have</i>) (review) 	All	<p>Classiel 13</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>

W9 L17	<p>Meeting family members</p> <p>Telling the time & understanding time schedule Chapter : <i>Tendances</i>, U3, L2, pp. 50-51</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - ask for the time and tell the time - enquire about shop opening and closing hours <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - time words (heure, demie-heure, retard, avance, etc.) - the time of the day (matin, midi, soir) - a few type of shop <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - -IR verbs (finir, ouvrir) in the present tense 	All	<p>Classiel 14</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
W9 L18	<p>Talking about your sensations and habits Chapter : <i>Tendances 1</i>, U3, L3, pp. 52-53</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - describe your sensations - talk about your habits <p>In vocabulary and culture, you will use:</p> <ul style="list-style-type: none"> - structures such as “avoir” + words of sensation - words about likes, dislikes and habits <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - the verbs prendre (<i>to take</i>) & co (comprendre, apprendre) - a few frequently used adverbs (un peu, beaucoup, etc) - Wh- word « Qu’est-ce que » (<i>what</i>) vs “quel” (<i>what/which</i>) 	All	<p>Classiel 15</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
W10 L19	<p>Talking about your daily routine activities Chapter : <i>Tendances 1</i>, U3, L4, pp. 54-55</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - describe your daily routine <p>In vocabulary and culture, you will use:</p> <ul style="list-style-type: none"> - daily life activities words - the times of the day (review) <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - the reflexives pronouns and verbs - the verb “faire” (+ le, la, les) (review) 	All	<p>Classiel 16</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p>

			Interactive dialogue between students/ with the tutor
W10 L20	Feedback on written test 1 Review session for written test 2 (group project 2)	1, 3, 4, 5	Classiel 17 Group work Revision activities Exam feedback
W11 L21	Written test 2 (25% CA) (listening, reading, writing)	1, 3, 4, 5	Classiel 18
W11 L22	Review session for oral test 2 (group project 3)	1, 2, 4	Group work Revision activities
W12 L23	Oral test 2 (20% CA) (Role-Play) (Listening & Speaking)	1, 2, 4	
W12 L 24	Test 2 and Oral 2 feedbacks Cultural activities	All	Exam feedback

Appendix 1: Assessment rubrics for Written Expression in CA 1 (test 1) & CA 3 (test 2)**Total: 20 points.****Content (3 points)**

3 points:	<ul style="list-style-type: none">• All requested content is covered in detail.• Content goes beyond of what is requested.
2 points:	<ul style="list-style-type: none">• Most requested content is covered.• Only some parts of the content are covered in detail.
1 points:	<ul style="list-style-type: none">• Most requested content is covered.• None or few parts of the content are covered in detail.
0 points:	<ul style="list-style-type: none">• Content is irrelevant.

Grammar (11 points)

10-11 points:	<ul style="list-style-type: none">• All grammatical content covered in class has been used successfully.
8-9 points:	<ul style="list-style-type: none">• All grammatical content covered in class has been used and mostly used successfully.• Few grammatical errors.• No systematic errors.
6-7 points:	<ul style="list-style-type: none">• Most grammatical content covered in class has been used and mostly used successfully.• Systematic errors only in one or two structures.
4-5 points:	<ul style="list-style-type: none">• Some grammatical content covered in class has been used.• Many grammatical errors.• Several systematic errors, even in basic structures.
2-3 points:	<ul style="list-style-type: none">• Grammatical content covered in class has been used, but many structures were avoided.• Frequent grammatical errors.• Many systematic errors, even though direct translation from English.
0 – 1 points:	<ul style="list-style-type: none">• Shows no grammatical competence.• Largely copied from the reading comprehension.

Style and Structure (6 points)

5-6 points:	<ul style="list-style-type: none">• Diverse and with variation of expression.• Logical structure.• Creative use of learnt vocabulary and learnt conjunctions.
3-4 points:	<ul style="list-style-type: none">• Little variation of expression.• Somewhat logical structure.• Mostly comprehensible.• Some problems with learnt vocabulary.• Some of the learnt conjunctions are successfully used.• Maximum 11 points if required word count was not met or not indicated.
1-2 points:	<ul style="list-style-type: none">• Very repetitive.• No logical structure.• Difficult to comprehend.• Problems with learnt vocabulary.• Learnt conjunctions are not successfully used.
0 points:	<ul style="list-style-type: none">• Major difficulties to comprehend the text.

Appendix 2: Assessment Criteria for Oral 1 in CA 2
Total marks 100 points will be converted to 15% of overall grade.

A. Content of questions (individual)

excellent		good		satisfactory		adequate		inadequate		insufficient
15 -13	12	11	10	9	8	7	6	5	4	3 - 0

B. Quality of Questions (individual)

excellent		good		satisfactory		adequate		inadequate		insufficient
5	4.5	4	3.5	3	2.5	2	1.5	1	0.5	0

C. Appropriateness of Answers (individual)

excellent		good		satisfactory		adequate		inadequate		insufficient
20-18	17-16	15	14	13	12	11	10	9	8-7	6-0

D. Learnt Grammar (individual)

excellent		good		satisfactory		adequate		inadequate		insufficient
15 -13	12	11	10	9	8	7	6	5	4	3 - 0

E. Learnt Vocabulary (individual)

excellent		good		satisfactory		adequate		inadequate		insufficient
10	9	8	7	6	5	4	3	2	1	0

F. Pronunciation (individual)

excellent		good		satisfactory		adequate		inadequate		insufficient
20-18	17-16	15	14	13	12	11	10	9	8-7	6-0

G. Fluency (individual)

excellent		good		satisfactory		adequate		inadequate		insufficient
15 -13	12	11	10	9	8	7	6	5	4	3 - 0

Total: _____ / 100 points

Appendix 3: Assessment Criteria for Oral 2**Total marks 100 points will be converted to 20% of overall grade.****A. Contents (team)**

excellent		good		satisfactory		adequate		inadequate		insufficient
15 -13	12	11	10	9	8	7	6	5	4	3 - 0

B. Creativity (team)

excellent		good		satisfactory		adequate		inadequate		insufficient
10	9	8	7	6	5	4	3	2	1	0

C. Appropriateness of Answers (individual)

excellent		good		satisfactory		adequate		inadequate		insufficient
15 -13	12	11	10	9	8	7	6	5	4	3 - 0

D. Learnt Grammar (individual)

excellent		good		satisfactory		adequate		inadequate		insufficient
15 -13	12	11	10	9	8	7	6	5	4	3 - 0

E. Learnt Vocabulary (individual)

excellent		good		satisfactory		adequate		inadequate		insufficient
10	9	8	7	6	5	4	3	2	1	0

F. Pronunciation (individual)

excellent		good		satisfactory		adequate		inadequate		insufficient
20-18	17-16	15	14	13	12	11	10	9	8-7	6-0

G. Fluency (individual)

excellent		good		satisfactory		adequate		inadequate		insufficient
15 -13	12	11	10	9	8	7	6	5	4	3 - 0

Total: _____ / 100 points

Appendix 4: Assessment Criteria for Participation

The marks (150) are calculated based on two components:

1. Online learning: eAssignments called *Classiels* (100 points)
2. Classroom participation (50 points)

1. eAssignments called *Classiels* (100 points)

Students need to complete all classiels. Total number of points awarded to all correctly completed classiels is 1000.

Final eAssignments grade is therefore calculated by dividing the number of points obtained by 10. The rounding of points is as follow:

Student gets 779 points. Final grade will be 77.9, rounded to the superior decimal, so 78.

Student gets 775 points. Final grade will be 77.5 rounded to the superior decimal, so 78.

Student gets 774 points. Final grade will be 77.4 rounded to the inferior decimal, so 77.

2. Classroom participation (50 points)

Students ought to participate actively in all classroom activities. Students who are absent from class are unable to participate, thus unexcused absence does affect the participation marks.

Active participation:

- 50 points for extremely active participation in almost every class (Team tasks, activities, asking and answering questions). Always comes prepared to class.
- 30 points for regular participation, active in team tasks and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.
- 10 points for adequate participation, moderately active in team tasks, yet only offers answers on being called upon. Is sometimes unprepared.
- 0 points for students who show no active participation, who do not participate in team tasks, are not prepared.