



Course Aims

This course is an unrestricted elective (UE) for any undergraduate student who already possess an introductory level of proficiency in the language equivalent to LF9001. In this course more verbs in the present tense are introduced along with verbs in the past tense, extensive vocabulary, grammar and expressions to the level of A1.2 (CEFR). Using a learner-centric teaching approach, this course will provide you with a sounding foundation in French and will equip you with some 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 health, food, shopping, and travels. Thus, this course will enhance your understanding of the French language and Francophone culture through a variety of classroom and online exercises and experiences.

Intended Learning Outcomes (ILO)

After completing LF9002 you will be able to:

1. Communicate in French according to elementary sociolinguistic norms and interact in a simple way when performing basic resembling like or real-life tasks.
2. Speak with a proper pronunciation and sufficient fluency and accuracy on a range of familiar topics such as schedules, travels and shopping.
3. Write short, narrative, injunctive or descriptive texts about familiar topics in the present and past tense.
4. Listen, interpret and comprehend half authentic or simplified French spoken content material and address comprehension questions related to the topics referred in ILO2.
5. Read, interpret and comprehend half authentic or simplified written French material and address comprehension questions related to the topics referred in ILO2.

Course Content

List of Topics Covered:

Communicative and interactive skills

- Planning an outing
- Inviting someone & replying to an invitation
- Accepting or refusing an invitation
- Apologising
- Giving advice
- Relating a journey or a trip
- Dealing with health problems
- Choosing and buying a present
- Ordering and paying for something
- Giving an opinion on something
- Writing an email and an SMS

Phonetics

- More basic rules for pronunciation and reading (unvoiced and voiced consonants, etc.)
- Other common “liaisons” (*phonetic sequences*)

Vocabulary

- Hobbies and outings
- Food and Beverage
- Expressing pain
- Parts of the body
- Ways of transportation
- Weather
- Jobs and occupations
- Prices, weights and quantifiers
- Colours

Grammar

- Sentence structure: different ways to make a question (*est-ce que/ inversion/ intonation*)
- Verb conjugation : regular and a few irregular patterns in the present tense
- Verb conjugation : regular and a few irregular patterns in the past tense (*passé composé*)
- Modal verbs *vouloir, devoir, pouvoir, savoir*
- Direct object personal pronouns
- The indirect speech in the present tense
- The imperative mood in the present tense
- Partitive articles and quantifiers
- Structure *Faire + du/de la/des + hobbies/sport/ music instrument*
- Structure *en + ways of transportation*
- Most common conjunctions (*et, mais, parce que*)
- Articles : demonstrative
- The near future tense
- Place or adverbs and adjectives
- Comparatives and superlatives
- Place of adjectives and adverbs

Culture

- Leisure activities in France
- French food and meals
- How and where do French people travel
- A few regions and monuments of French speaking countries
- Traditions and presents in France
- French fashion shows and *haute-couture*

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): Test 1	1, 3, 4, 5	Competence Civic-mindedness Communication Character	25%	Individual	Appendix 1: written expression
2. Continuous Assessment 2 (CA 2): Oral 1	1, 2, 4	Competence Civic-mindedness Communication Character Creativity	10%	Pair/ team	Appendix 2 : video production
3. Continuous Assessment 3 (CA 3): Test 2	1, 3, 4, 5	Competence, Civic-mindedness Communication	30%	Individual	Appendix 1: written expression

		Character			
4. Continuous Assessment 4 (CA 4): Oral 2	1, 2, 4	Civic-mindedness Communication Character Creativity	20%	Pair / team	Appendix 3 : Oral expression
5. Continuous Assessment 5 (CA 5): 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 listening/ reading 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 assessments.
- **Discussion board/whatsapp group:** the discussion board/Whatsapp groupe 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>.</p> <p>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	REVIEW SESSION	All	Classiel 19

L1	<p>At the end of this lesson, you will have reviewed how to :</p> <ul style="list-style-type: none"> - introduce yourself - introduce your city - describe your daily life - report someone else's speech <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - the alphabet (spelling words with accentuation) - the present tense - articles and adjectives (agreement, places, 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>
W1 L2	<p>Planning a meeting with friends Chapter : <i>Tendances</i>, U4, L1, pp. 62-63</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - organise un meeting with your French friends - talk about a project in the near future tense - report someone else's speech <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - cultural events and shows of young people's entertainment <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - the near future tense - the indirect speech in the present tense (que, si) - use the verbs "savoir" + verb and « connaître » + noun 	All	<p>Classiel 20</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>Inviting someone out and replying to an invitation Chapter : <i>Tendances</i>, U4, L2, pp. 64-65</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - invite someone for an outing - describe a favorite activities and hobbies <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - common hobbies in France - names of leisure activities <p>In grammar & phonetics, you will :</p> <ul style="list-style-type: none"> - use the verb « faire » in the present tense (review) - use "faire + du, de la, des » (+ activities) - use the verbs "savoir" + verb and « connaître » + noun - review the verb « venir » (to come) - review the indirect speech in the present tense (que, si) 	All	<p>Classiel 21</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 L4	<p>Inviting someone out and replying to an invitation Chapter : <i>Tendances</i>, U4, L2, pp. 64-65</p>	All	<p>Classiel 22</p>

	<p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - reply to a written invitation - accept or refuse an invitation - apologise <p>In vocabulary and culture, you will :</p> <ul style="list-style-type: none"> - review vocabulary related on leisure activities <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - modal verbs (vouloir, pouvoir, devoir) 		<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>Facing a problem & giving info about your health</i> Chapter : <i>Tendances</i>, U4, L3, pp. 66-67</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - enquire about someone's health/ well being - describe how you feel - express your agreement or disagreement <p>In vocabulary and culture, you will learn :</p> <ul style="list-style-type: none"> - body parts and words related to health - words to express agreement or disagreement - expressions to describe how you feel <p>In grammar & phonetics, you will :</p> <ul style="list-style-type: none"> - use « avoir mal » + à la, au, aux + body parts - use « avoir » + sensations vs « être » + emotions/ feelings - review agreement in gender and number with "être" <p>review the reflexive verbs</p>	All	<p>Classiel 23</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>Facing a problem & giving a piece of advice</i> Chapter : <i>Tendances</i>, U4, L3, pp. 66-67</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - give simple advice <p>In grammar & phonetics, you will :</p> <ul style="list-style-type: none"> - use the imperative mood (in negative and assertive sentences) - review "pouvoir" and "devoir" to give advice 	All	<p>Classiel 24</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>
W4 L7	<p><i>Organising a pique-nique</i> Chapter : <i>Tendances</i>, U4, L4, pp. 68-69</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - understand a French menu 	All	<p>Classiel 25</p> <p>Listening comprehension activities with videos and audio recordings</p>

	<ul style="list-style-type: none"> - write a list of food items - mention the ingredients of a dish <p>In vocabulary and culture, you will learn :</p> <ul style="list-style-type: none"> - about food and beverages - French eating habits <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - partitive articles (du, de la, des, de, d') - words to express quantities (quelques, un peu de, beaucoup de, plusieurs) - the verbs « boire » and « manger » in the present tense - the verb aimer + le/la/les (review) 		<p>Pair/ group work</p> <p>Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
W4 L8	<p>Review session for Written Test 1 : Project 1 <i>Planning a meeting out with friends</i> Chapter : <i>Tendances</i>, U4, pp. 70-71</p>	All	<p>Classiel 26</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 L9	<p>Written Test 1 (25 % CA) (listening, reading, writing)</p>	1, 3, 4, 5	
W5 L10	<p><i>Telling about a journey or a trip</i> Chapter : <i>Tendances</i>, U5, L1, pp. 76-77</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - tell about a journey or a trip - interpret information about a tour <p>In vocabulary and culture, you will learn :</p> <ul style="list-style-type: none"> - vocabulary related to travels - means of transportation - more about holidays in France <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - the past tense (passé composé) with avoir - the past participles (how they function) 	All	<p>Classiel 27</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>Relating a journey or a trip</i> Chapter : <i>Tendances</i>, U5, L1, pp. 76-77</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - talk about a past event 	All	<p>Classiel 28</p> <p>Listening comprehension activities with videos and audio recordings</p>

	<p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - the past tense (passé compose) with verb « être ». - the past tense with reflexive verbs 		<p>Pair/ group work Reading & writing activities</p> <p>Short role-plays</p> <p>Interactive dialogue between students/ with the tutor</p>
<p>W6 L12</p>	<p>Organising a trip & explaining something Book chapter : <i>Tendances</i>, U5, L2, pp. 78-79 & L3, pp. 80-81</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - understand information about train or plane ticket - understand announcements at a train station/ airport - prepare your next trip to France <p>In vocabulary and culture, you will learn :</p> <ul style="list-style-type: none"> - means of transportation - vocabulary related to travels and trips - numbers / countries / official hours (review) <p>In grammar & phonetics, you will :</p> <ul style="list-style-type: none"> - use the verbs ending with -IR/TIR/MIR (choisir) - use “en” + means of transportation - review verbs ‘prendre” and “descendre” - review on the past tense. 	All	<p>Classiel 29</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>
NO LESSONS – RECESS WEEK			
<p>W7 L13</p>	<p>Feedback on Written Test 1 (15 min – 20 min)</p> <p>Facing problem & giving an explanation Book chapter : <i>Tendances</i>, U5, L3, pp. 80-81</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - express possession - give an explanation & ask for one - deal with a problem during a trip <p>In vocabulary and culture, you will learn :</p> <ul style="list-style-type: none"> - names of common objects and furniture in an office <p>In grammar & phonetics, you will :</p> <ul style="list-style-type: none"> - use « pourquoi » and « parce que » - use expressions of possession : “C’est à + pronoun/noun” et “noun + de + noun” - review possessive adjectives (mon, ton, son, etc.) 	All	<p>Classiel 30</p> <p>Exam Feedback Group work Revision activities</p>
<p>W7 L14</p>	<p>Oral 1 (Video presentation) (10 % CA) (Listening & Speaking)</p>	All	<p>Classiel 31</p>

	<p>Visiting a region or a county Chapter : Tendances, U5, L4, pp. 82-83</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - tell the weather forecast - understand & give information about a region or a county <p>In vocabulary and culture, you will :</p> <ul style="list-style-type: none"> - learn words for telling the weather forecast - learn directions (cardinal points- south, east, west, north) - learn the seasons - review months & days of the week - review how to express the date <p>In grammar & phonetics, you will review :</p> <ul style="list-style-type: none"> - verb "faire", the near future tense, the past tense - the imperative mood & "il y a" 		<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>W8 L15</p>	<p>Choosing a present Chapter : Tendances, U6, L1, pp. 90-91</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - compare items - choose a present - <p>In vocabulary and culture, you will learn :</p> <ul style="list-style-type: none"> - a few names of items <p>In grammar & phonetics, you will use :</p> <ul style="list-style-type: none"> - demonstrative adjectives (ce, cet, cette, ces) - comparatives and superlatives (adjectives only) 	All	<p>Classiel 32</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>W8 L16</p>	<p>Buying a present & paying for it Chapter : Tendances, U6, L2, pp. 92-93</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - order and buy a present - ask for a price and pay for a present <p>In vocabulary and culture, you will learn :</p> <ul style="list-style-type: none"> - words related to money & ways of payment - second-hand shops and flea markets <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - verbs ending with -ETER & -YER (acheter, payer, etc.) - different ways to ask questions (inversion, est-ce que, etc.) 	All	<p>Classiel 33</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>W9 L17</p>	<p>Feed-back on Oral 1 (Video presentation)</p> <p>Choosing clothes and giving an opinion</p>	All	<p>Classiel 34</p>

	<p>Chapter : <i>Tendances</i>, U6, L3, pp. 94-95</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - describe an outfit - give an opinion about an outfit - give advice on clothing <p>In vocabulary and culture, you will use :</p> <ul style="list-style-type: none"> - colours and materials - some clothes and looks <p>In grammar & phonetics, you will use :</p> <ul style="list-style-type: none"> - devoir vs il faut (+ noun/verb) - adjectives and where to place them - adverbs and where to place them (beaucoup, trop, assez) 		<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><i>Talking about your sensations and habits</i> Chapter : <i>Tendances</i> 1, 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 35</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><i>Starting a conversation (inviting someone for an activity & refusing)</i> Chapter : <i>Tendances</i>, U7, L1, pp. 104-105</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> - names of occupations - jobs & internship - review: activities and events <p>Grammar :</p> <ul style="list-style-type: none"> - Direct object pronouns - Nouns in feminine forms (-er, -eur, teur) + revision on other feminine forms 	All	<p>Classiel 36</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 L20	<p>Review session for Test 2 <i>Project 2 : writing an email relating a journey or a trip</i> Chapter : <i>Tendances</i>, U5, pp. 84-85</p>	1, 3, 4, 5	<p>Classiel 37</p> <p>Group work</p> <p>Revision activities</p>

			Exam feedback
W11 L21	Written test 2 (30% CA) (listening, reading, writing)	1, 3, 4, 5	
W11 L22	Review session for Oral test 2 <i>Project 3 : Offering a present to someone/ thanking</i> Chapter : Tendances, U6, pp. 98-99	1, 2, 4	Group work Revision activities
W12 L23	Oral test 2 (20% CA) (Role-Play) (Listening & Speaking)	1, 2, 4	
W12 L24	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 (10 % CA)
Total marks 100 points will be converted to 10% of overall grade.

A. Content and creativity (group)

excellent		good		satisfactory		adequate		inadequate		insufficient
30-27	26-25	24-23	22-21	20-19	18	17-16	15	14-13	12-11	10-0

B. Learnt Grammar (group)

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

C. Learnt Vocabulary (group)

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

D. Pronunciation (individual)

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

E. Fluency (individual)

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

Total: _____ / 100 points

Appendix 3: Assessment Criteria for Oral 2

Total marks 100 points will be converted to 20% of overall grade.

A. Contents (group)

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

B. Creativity (group)

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, who are not prepared.