



### **Course Aims**

This course is an unrestricted elective (UE) for any undergraduate student who already possess a level of proficiency in the language equivalent to LF9002. Through a task-based learning approach, LF 9003 will teach you the fundamental of the French language by developing further your language abilities (reading, writing, listening and speaking) to the level of A2 (CEFR). With the aid of a wide range of audio-visual and online activities that relate to health, accommodation, sport and arts, you will be able to communicate and interact in simple and routine tasks in French while enhancing your understanding of the French language and Francophone culture. Role-plays, teamwork projects and in-class discussions will engage you in meaningful and authentic tasks. Upon successful completion of this course, you will be able to sit for the officially recognised DELF A2 exam, the external examination for the Certification of French as a second Language.

### **Intended Learning Outcomes (ILO)**

After completing LF9003 you will be able to:

1. Communicate in French according to simple sociolinguistic norms and interact in a simple way when performing resembling like or real-life tasks.
2. Speak and participate in discussion with a good pronunciation and sufficient fluency and accuracy on a range of familiar topics such as food, accommodation, sports and arts.
3. Write simple, short, narrative, injunctive or descriptive texts about familiar topics in the present, past and future tense.
4. Listen, interpret and comprehend half authentic or authentic French spoken content material and identify information provided in spoken materials.
5. Read, interpret and comprehend half authentic or authentic written French material and identify information provided in written materials.

### **Course Content**

List of Topics Covered:

#### *Communicative and interactive skills*

- Describing and characterizing someone or an object
- Introducing and describing your job
- Introducing a friend and an acquaintance
- Talking on the phone
- Reminiscing & telling a story
- Describing usual, routine or habitual actions in the past
- Talking about a sport practice
- Giving an opinion on something
- Booking tickets, hotels rooms, or seats
- Ordering food in a restaurant and understanding a menu
- Describing a medical condition & going to the doctor
- Looking for a place to rent and understanding real estate ads
- Following instructions in a recipe
- Making and responding to suggestions
- Expressing hopes and planning projects

- Understand a message on an answering machine
- Writing a thank you/ congratulation/ apologising note

### *Phonetics*

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

### *Vocabulary*

- Food and Beverage
- Organs of the body and very common illnesses
- Sports
- Professions and studies
- Indefinite quantifiers such as little, a few, etc.
- Music instruments
- Types of entertainment
- Types of housing and accommodation, fixtures, furniture and equipment
- Items and objects
- SMS language and abbreviations.

### *Grammar*

- Complex sentences: simple closes
- Question words: how much/ many, how often, how long, which one(s)
- Using the two past tenses in a narrative
- Nouns and adjectives: feminines and plurals (exceptions and irregular patterns)
- Expression of duration (il y a/ pendant/ depuis/en/pour)
- Verb conjugation : other irregular patterns in the present tense
- Verb conjugation : other irregular patterns in the past tense (passé composé)
- Personal indirect object pronouns
- Reinforcement Indirect object pronouns (pronoms toniques)
- Double pronouns
- Relative pronouns (qui, que où)
- Place of the pronouns in imperative mood
- Indefinite quantifiers with the pronoun en
- Structure jouer + du/de la/des/à/au/à la/aux + sport/ music instrument
- Demonstrative pronoun
- Indefinite pronouns (en, y)
- The future tense
- Basic negations (ne...plus/ ne...jamais)
- Complex negations (ne... rien, ne... personne, ne....aucun)
- Restriction (ne...que)
- Basic cause, consequence, condition and time conjunctions
- Modal verbs (falloir, devoir, avoir besoin de)

### *Culture*

- Stereotypes about professions
- French table manners and etiquette
- Common traditional French games and sports
- The French health system
- The Lepine concourse
- Most famous French cinema or music artists
- Traditional/ ideal types of housing in France
- French etiquette when talking over the phone

- Most common French superstitions

#### 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	20%	Individual	Appendix 1: written expression
2. Continuous Assessment 2 (CA 2): Oral 1	1, 2, 4	Competence Civic-mindedness Communication Character Creativity	10%	Individual	Appendix 2: Oral project
3. Continuous Assessment 3 (CA 3): Oral 2	1, 2, 4	Competence Civic-mindedness Communication Character Creativity	15%	Individual	Appendix 4: Oral expression
4. Continuous Assessment 4 (CA 4): Test 2	1, 3, 4, 5	Competence, Civic-mindedness Communication Character	25%	Individual	Appendix 1: written expression
5. Continuous Assessment 5 (CA 5): Oral 3	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	10%	Individual	Appendix 5: participation
<b>Total</b>			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 group is used to develop and guide students language 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?
<b>Action-Oriented Approach</b>  (following the CEFR recommendations)  <b>&amp;</b>  <b>Blended learning</b>	<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.

**ISBN :** 9782090385250

Girardet J., Pécheur J., Gibbe C., Parizet M.-L. (2017) *Tendances 2*, Paris : Clé internationale.

**ISBN:** 978-0320085086

## 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.

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 L1	<b>REVIEW SESSION</b>  <b>Introducing and describing yourself &amp; others</b> <b>Chapter: <i>Tendances 2</i>, U0, L1, pp. 12-13</b>  <b>At the end of this lesson, you will review and learn how to:</b> <ul style="list-style-type: none"> <li>- introduce yourself &amp; someone else</li> <li>- describing and characterising someone</li> </ul> <b>In vocabulary and culture, you will learn/ review:</b> <ul style="list-style-type: none"> <li>- body parts</li> <li>- colours</li> <li>- likes and dislikes</li> </ul> <b>In grammar &amp; phonetics, you will use:</b> <ul style="list-style-type: none"> <li>- il est vs c'est</li> <li>- review : Interrogative words (particularly quel vs qu'est-ce que)</li> <li>- on = nous</li> <li>- agreements (adjective with nouns) (-el/-elle, -f/-ve, -eux/-euse)</li> <li>- review on the present, past tenses and Personal DO pronouns</li> </ul>	All	<b>Classiel 38</b>  Listening comprehension activities with videos and audio recordings  Reading & writing activities  Short role-plays Task completion Discussion and debates Interactive dialogue between students/ with the tutor
W1 L2	<b>Introducing your job/ studies &amp; talking about it</b> <b>Chapter: <i>Tendances 1</i>, U7, L2, pp. 106-107</b>  <b>At the end of this lesson, you will be able to:</b>	All	<b>Classiel 39</b>  Listening comprehension activities with videos and audio recordings

	<ul style="list-style-type: none"> <li>- talk about past and previous work/study experiences</li> <li>- present profits and disadvantages of a profession</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- professions &amp; studies</li> <li>- stereotypes about professions</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- nouns in feminine forms (-er/-ère, -eur/-euse, -teur/-trice/-teuse) + revision of other feminine forms</li> <li>- expressions of duration (depuis, combien de temps, pendant)</li> </ul> <p>review on the present and past tenses</p>		<p>Reading &amp; writing activities</p> <p>Short role-plays Task completion Discussion and debates Interactive dialogue between students/ with the tutor</p>
W2 L3	<p><b>Talking about acquaintances and friends &amp; showing interest about something</b> Chapter: <i>Tendances 1</i>, U7, L3, pp. 108-109</p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- express interests for something</li> <li>- discuss what a real friend is</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- words related to friendship</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- indirect object pronouns in the present and past tenses in positive or negative sentences</li> <li>- demonstrative pronoun « ça »</li> <li>- tonic pronouns (je pense à lui ; je vis sans lui)</li> </ul>	All	<p><b>Classiel 40</b></p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading &amp; writing activities</p> <p>Short role-plays Task completion Discussion and debates Interactive dialogue between students/ with the tutor</p>
W2 L4	<p><b>Exchanging phone and text messages</b> Chapter: <i>Tendances 1</i>, U7, L4, pp. 110-111</p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand a message on an answering machine</li> <li>- write a thank you/ congratulation/ apologising note</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- phone &amp; SMS language and abbreviations.</li> <li>- frequent expressions and words in messages</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- review on personal IO and DO pronouns</li> <li>- conjugation : the verb “plaître”</li> <li>- introduction to double pronouns in the present and past tenses</li> </ul>	All	<p><b>Classiel 41</b></p> <p>L Listening comprehension activities with videos and audio recordings</p> <p>Reading &amp; writing activities</p> <p>Short role-plays Task completion Discussion and debates Interactive dialogue between students/ with the tutor</p>
W3 L5	<p><b>Release of Topic for Oral 1</b></p> <p><b>Reminiscing</b> Chapter : <i>Tendances 1</i>, U8, L1, pp. 118-119</p>	All	<p><b>Classiel 42</b></p>

	<p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- tell a memory</li> <li>- talk about your leisure activities in the past tenses</li> </ul> <p><b>In vocabulary and culture, you will learn</b></p> <ul style="list-style-type: none"> <li>- leisure activities, daily life, holidays</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- the past tense: the imperfect tense « faire de » and « jouer à/ de »</li> </ul>		<p>Listening comprehension activities with videos and audio recordings</p> <p>Reading &amp; writing activities</p> <p>Short role-plays Task completion Discussion and debates Interactive dialogue between students/ with the tutor</p>
<p><b>W3</b></p> <p><b>L6</b></p>	<p><b>Reminiscing</b> Chapter : <i>Tendances 2</i>, U2, L3, pp. 40-41 Chapter : <i>Tendances 2</i>, U5, L3, pp. 82-83</p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- Relate past events</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- Words related to past holidays, past events, films, etc</li> <li>- Stages of action</li> </ul> <p><b>In grammar &amp; phonetics, you will learn:</b></p> <ul style="list-style-type: none"> <li>- when to use the two past tenses? (passé composé &amp; imparfait)</li> <li>- review expression of duration (pendant, il y a) in sentences in the past tenses</li> </ul>	All	<p><b>Classiel 43</b></p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading &amp; writing activities</p> <p>Short role-plays Task completion Discussion and debates Interactive dialogue between students/ with the tutor</p>
<p><b>W4</b></p> <p><b>L7</b></p>	<p><b>Understanding and writing a film synopsis</b> <b>Describing objects</b> Chapter: <i>Tendances 1</i>, U8, L2, pp. 120-121</p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand a film synopsis</li> <li>- describe objects and items</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- words related to cinema</li> <li>- adjectives to describe objects</li> <li>- more about French art scene</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- relative pronouns qui &amp; que and où</li> <li>- gallicisms : c'est.. qui, c'est .. que</li> <li>- review on -VIR, -TIR and -MIR verbs</li> </ul>	All	<p><b>Classiel 44</b></p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading &amp; writing activities</p> <p>Short role-plays Task completion Discussion and debates Interactive dialogue between students/ with the tutor</p>
<p><b>W4</b></p> <p><b>L8</b></p>	<p><b>Talking about sports activities</b> Chapter: <i>Tendances 1</i>, U8, L3, pp. 122-123</p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- talk about your sport practice</li> </ul>	All	<p><b>Classiel 45</b></p> <p>Listening comprehension activities with videos and audio recordings</p>

	<ul style="list-style-type: none"> <li>- introduce your favourite sport</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- words related to sports activities</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- the pronoun « en »</li> <li>- introduction to the double pronouns with en</li> </ul>		<p>Reading &amp; writing activities</p> <p>Short role-plays Task completion Discussion and debates Interactive dialogue between students/ with the tutor</p>
W5 L9	<p><b><i>Giving an opinion &amp; going to the doctor</i></b> <b>Chapter : <i>Tendances 2</i>, U5, L1 (p.79) &amp; L.2, pp. 80-81</b></p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- express different opinions about a health problem</li> <li>- describe symptoms and health problems</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- words and expressions of opinion</li> <li>- words and expressions of illness and discomfort</li> <li>- the French health system</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- Frequency adverbs (toujours, souvent, encore) and their place in a sentence</li> <li>- Conjugation: the verb croire</li> <li>- Basic negations (ne..pas du tout/ ne.. plus/ ne...jamais)</li> <li>- Basic conjunctions (cause and consequence)</li> </ul>	All	<p><b>Classiel 46</b></p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading &amp; writing activities</p> <p>Short role-plays Task completion Discussion and debates Interactive dialogue between students/ with the tutor</p>
W5 L10	<p><b>Review session for written test 1: project 1</b> <b>Writing a biography of a celebrity</b> <b>Chapter : <i>Tendances 1</i>, U7, pp. 112-113</b></p>	All	<p><b>Classiel 47</b></p> <p>Group work Revision activities</p>
W6 L11	<p><b>Written Test 1 (20 % CA)</b> <b>(listening, reading, writing)</b></p>	1, 3, 4, 5	<p>Individual In pair with the tutor</p>
W6 L12	<p><b>Oral 2 (sustained monologue) (15 % CA)</b> <b>(Listening &amp; Speaking)</b></p>	1, 2, 4	
<b>NO LESSONS – RECESS WEEK</b>			
W7 L13	<p><b>Feedback on Written Test 1 (15 min – 20 min)</b></p> <p><b><i>Looking for a place to rent &amp; understanding real estate ads</i></b> <b>Chapter : <i>Tendances 1</i>, U9, L1&amp; L2, pp. 132-134</b></p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- understanding real estate ads</li> <li>- describe an accomodation</li> <li>- schedule a house visit with a real estate agent</li> </ul>	All	<p><b>Classiel 48</b></p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading &amp; writing activities</p> <p>Short role-plays Task completion</p>



	<p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- types of housing and accommodation</li> <li>- furniture, fixtures and equipment</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- the pronoun « y » = a place; « y » = an idea</li> <li>- si = if + (in sentences with the present tense)</li> </ul>		<p>Discussion and debates</p> <p>Interactive dialogue between students/ with the tutor</p>
<p><b>W7</b></p> <p><b>L14</b></p>	<p><b>Feedback on Oral 1 (10 min)</b></p> <p><b><i>Finding an accommodation &amp; moving in</i></b>  <b>Chapter : <i>Tendances 1</i>, U9, L2, p. 135 &amp; L3, pp. 136-137</b></p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- schedule a house visit with a real estate agent</li> <li>- giving instructions</li> <li>- express needs and necessity</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- furniture, fixtures and equipment</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- review: imperative mood</li> <li>- where to put the pronouns in imperative sentences (affirmative and negative sentences)</li> <li>- il faut, devoir &amp; avoir besoin de</li> </ul>	All	<p><b>Classiel 49</b></p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading &amp; writing activities</p> <p>Short role-plays</p> <p>Task completion</p> <p>Discussion and debates</p> <p>Interactive dialogue between students/ with the tutor</p>
<p><b>W8</b></p> <p><b>L15</b></p>	<p><b><i>Following a recipe &amp; giving an opinion on a dish</i></b>  <b>Chapter : <i>Tendances 2</i>, U1, L1&amp;2, pp. 22-25</b></p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- prepare a French dish following a recipe instructions</li> <li>- comment on a dish</li> </ul> <p><b>In vocabulary and culture, you will learn / review:</b></p> <ul style="list-style-type: none"> <li>- food and beverage</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- review: pronouns (COD, EN) and imperative mood</li> <li>- expressing quantities (quelques, plusieurs, beaucoup de, etc) with the pronoun « en »</li> <li>- verbs ending with -VRE/-TRE (suivre, mettre)</li> <li>- review : il faut/ avoir besoin de</li> </ul>	All	<p><b>Classiel 50</b></p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading &amp; writing activities</p> <p>Short role-plays</p> <p>Task completion</p> <p>Discussion and debates</p> <p>Interactive dialogue between students/ with the tutor</p>
<p><b>W8</b></p> <p><b>L16</b></p>	<p><b>Oral 1 (presentation) (10 % CA) (Listening &amp; Speaking)</b></p> <p><b><i>Choosing a restaurant &amp; ordering food</i></b>  <b>Chapter: <i>Tendances 2</i>, U6, L2, pp. 94-95</b></p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- order food in a restaurant</li> <li>- understand an authentic French menu</li> <li>- express negation and restriction</li> </ul>	All	<p><b>Classiel 51</b></p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading &amp; writing activities</p> <p>Short role-plays</p>

	<p><b>In vocabulary and culture, you will learn / review:</b></p> <ul style="list-style-type: none"> <li>- French etiquette for meals</li> <li>- ways of payment</li> </ul> <p><b>Grammar :</b></p> <ul style="list-style-type: none"> <li>- complexe negations (ne.. aucun/ rien/ personne)</li> <li>- restriction (ne.. que/ seulement / juste)</li> </ul>		<p>Task completion</p> <p>Discussion and debates</p> <p>Interactive dialogue between students/ with the tutor</p>
W9 L17	<p><b>Talking about your future (expressing hopes)</b> Chapter : <i>Tendances 2</i>, U2, L1, pp. 36-37</p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- express hopes</li> <li>- talk about your future</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- zodiac and fortune teller</li> <li>- most common superstitions</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- the future tense (forms, use, values)</li> </ul>	All	<p><b>Classiel 52</b></p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading &amp; writing activities</p> <p>Short role-plays</p> <p>Task completion</p> <p>Discussion and debates</p> <p>Interactive dialogue between students/ with the tutor</p>
W9 L18	<p><b>Talking about your future (planning)</b> Chapter : <i>Tendances 2</i>, U2, L1, pp. 36-37</p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- talk about your projects</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- the future tense (forms, use, values)</li> <li>- the near future tense vs the future tense</li> <li>- When to use the future tense in hypothetical and time clauses (Quand + futur, futur ; si + present, futur)</li> </ul>	All	<p><b>Classiel 53</b></p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading &amp; writing activities</p> <p>Short role-plays</p> <p>Task completion</p> <p>Discussion and debates</p> <p>Interactive dialogue between students/ with the tutor</p>
W10 L19	<p><b>Making and responding to suggestions</b> Chapter: <i>Tendances 2</i>, U6, L1, pp. 92-93</p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- suggest an activity</li> <li>- choose an activity or an item among others</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- vocabulary related to items, objects, activities</li> <li>- discover a few French singers and artists</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- Demonstrative pronoun “celui-ci”</li> <li>- Interrogative pronoun “lequel”</li> <li>- comparatives and superlatives</li> </ul>	All	<p><b>Classiel 54</b></p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading &amp; writing activities</p> <p>Short role-plays</p> <p>Task completion</p> <p>Discussion and debates</p> <p>Interactive dialogue between students/ with the tutor</p>

	- (review) Conjugation : - verbs ending with –VRIR/-FRIR (ouvrir, offrir)		
<b>W10</b> L20	<b>Review session for Test 2</b> <i>Project 2: writing a tourist guide</i> Chapter: <i>Tendances 2</i> , U6, pp. 100-101	1, 3, 4, 5	<b>Classiel 55</b>  Group work Revision activities
<b>W11</b> L21	<b>Written test 2 (25% CA)</b> (listening, reading, writing)	1, 3, 4, 5	
<b>W11</b> L22	<b>Review session for Oral test 3</b> <i>Project 3: Organising a evening dinner for a few friends</i> Chapter: <i>Tendances 2</i> , U1, pp. 30-31	1, 2, 4	Group work Revision activities
<b>W12</b> L23	<b>Oral test 3 (20% CA)</b> (Role-Play) (Listening & Speaking)	1, 2, 4	
<b>W12</b> L24	<b>Test 2 and Oral 3 feedbacks</b> Cultural activities	All	Exam feedback Papers viewing

**Appendix 1: Assessment rubrics for Written Expression in CA 1 (test 1) & CA 4 (test 2)****Total: 25 points.****Content (3 points)**

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

**Grammar (12 points)**

<b>11 - 12 points:</b>	<ul style="list-style-type: none"><li>• All grammatical content covered in class has been used successfully.</li></ul>
<b>9 - 10 points:</b>	<ul style="list-style-type: none"><li>• All grammatical content covered in class has been used and mostly used successfully.</li><li>• Few grammatical errors.</li><li>• No systematic errors.</li></ul>
<b>7 - 8 points:</b>	<ul style="list-style-type: none"><li>• Most grammatical content covered in class has been used and mostly used successfully.</li><li>• Systematic errors only in one or two structures.</li></ul>
<b>5 - 6 points:</b>	<ul style="list-style-type: none"><li>• Some grammatical content covered in class has been used.</li><li>• Many grammatical errors.</li><li>• Several systematic errors, even in basic structures.</li><li>• Maximum 5 points if the two past tenses have not been used.</li></ul>
<b>3 - 4 points:</b>	<ul style="list-style-type: none"><li>• Grammatical content covered in class has been used, but many structures were avoided.</li><li>• Frequent grammatical errors.</li><li>• Many systematic errors, even though direct translation from English.</li></ul>
<b>0 – 2 points:</b>	<ul style="list-style-type: none"><li>• Shows no grammatical competence.</li><li>• Largely copied from the reading comprehension.</li></ul>

**Style and Structure (10 points)**

<b>9-10 points:</b>	<ul style="list-style-type: none"><li>• Diverse and with variation of expression.</li><li>• Logical structure.</li><li>• Creative use of learnt vocabulary and learnt conjunctions and subjunctions</li></ul>
<b>7-8 points:</b>	<ul style="list-style-type: none"><li>• Variation of expression was attempted.</li><li>• Mostly logical structure.</li><li>• Good use of learnt vocabulary and most learnt con- and subjunctions.</li></ul>
<b>5-6 points:</b>	<ul style="list-style-type: none"><li>• Little variation of expression.</li><li>• Somewhat logical structure.</li><li>• Mostly comprehensible.</li><li>• Some problems with learnt vocabulary.</li><li>• Some of the learnt con- and subjunctions are used, but often wrongly.</li><li>• Maximum 5 points if required word count was not met or not indicated.</li></ul>

<b>3-4 points:</b>	<ul style="list-style-type: none"> <li>• Very repetitive.</li> <li>• No logical structure.</li> <li>• Difficult to comprehend.</li> <li>• Problems with learnt vocabulary.</li> <li>• Learnt con- and subjunctions are not successfully used.</li> </ul>
<b>0 - 2 points:</b>	<ul style="list-style-type: none"> <li>• Major difficulties to comprehend the text.</li> </ul>

**Appendix 2: Assessment Criteria for Oral project 1 in CA 2 (10 % CA)**  
**Total marks 100 points will be converted to 10% of overall grade.**

**A. Content and creativity**

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

**B. Learnt Grammar**

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

**C. Learnt Vocabulary**

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

**D. Pronunciation**

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

**E. Fluency**

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

**Total:** \_\_\_\_\_ / 100 points

**Appendix 3: Assessment Criteria for Oral 3 (20% CA) (Role-play)**  
**Total marks 100 points will be converted to 20% of overall grade.**

**A. Contents and creativity (group)**

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

**B. Acting performance and liveliness (individual)**

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

**C. Understanding of questions and relevance of answers (individual)**

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

**D. Learnt Grammar (individual)**

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

**E. Learnt Vocabulary (individual)**

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

**F. Pronunciation (individual)**

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

**G. Fluency (individual) G. Fluency (individual)**

Excellent		good		satisfactory		adequate		inadequate		insufficient
<b>20-18</b>	<b>17-16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8-7</b>	<b>6-0</b>

**Total:** \_\_\_\_\_ / 100 points

**Appendix 4: Assessment Criteria for Oral 2 in CA 3 (15 % CA)**  
**Total marks 100 points will be converted to 15% of overall grade.**

**A. Content and creativity**

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

**B. Learnt Grammar and vocabulary**

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

**C. Understanding and appropriateness of answers**

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

**D. Pronunciation**

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

**E. Fluency**

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

**Total:** \_\_\_\_\_ / 100 points

## **Appendix 5: Assessment Criteria for Participation**

The marks (100) are calculated based on two components:

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

### **1. eAssignments called *Classiels* (50 points)**

Students need to complete all classiels. Total number of points awarded to all correctly completed classiels is 500.

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

Student gets 349 points. Final grade will be 34.9, rounded to the superior decimal, so 35.

Student gets 345 points. Final grade will be 34.5 rounded to the superior decimal, so 35.

Student gets 344 points. Final grade will be 34.4 rounded to the inferior decimal, so 34.

### **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.