



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 LF9003. Through task-based learning and flipped-classroom approaches, LF9004 will teach you the standards of the French language by developing further your communicative abilities (reading, writing, listening and speaking) to a lower-intermediate level matching B1.1 (CEFR). With the aid of a wide range of audio-visual material and online activities that relate to study-and work-life, environment and ways of transportation, medias and social issues, you will be able to communicate and interact almost independently in French while exploring further French and Francophone cultures and societies. In-class debates and discussions, teamwork projects and presentations on contemporary topics 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 B1 exam, the external examination for the Certification of French as a second Language.

Intended Learning Outcomes (ILO)

After completing LF9004, you will be able to:

1. Communicate in French at a lower-intermediate level according to standard sociolinguistic and cultural norms and interact almost independently when performing resembling like or real-life tasks.
2. Discuss topics of personal and public interests with a sufficient pronunciation and an adequate fluency and accuracy.
3. Write simple connected texts such as short essays, blogs, emails discussing contemporary topics or personal issues.
4. Listen, read, interpret and comprehend authentic French multimedia material and identify main information provided in it.
5. Produce a short presentation about different and various aspects of French and francophone cultural and civilisational issues along with appropriate commentary, analysis and reflection.

Course Content

List of Topics Covered:

Communicative and interactive skills

- Asking for someone's news in a standard way
- Giving appreciation about something
- Congratulating someone
- Encouraging someone to do something
- Giving advice
- Giving opinion & making a judgement on something
- Understanding a job ad, press headlines, a simple manifesto
- Discussing different options before making a choice
- Expressing worry and reassurance
- Writing a simple letter of complaint
- Expressing that something belongs to you
- Giving an order and forbidding something
- Expressing obligation and wish
- Describing traditions and festivals

- Discussing stereotypes and men/women equality at home
- Comparing different ways of life and mentalities
- Expressing doubts and uncertainty
- Expressing frequency and habits
- Expressing fears and cautions
- Debating about environmental issues and future ways of transportation
- Filling in an accident report and reporting an accident

Vocabulary

- Studies (subjects), failures and successes in life
- Occupations and job market
- Frequent expressions and words in simple formal messages
- Words of satisfaction and dissatisfaction
- Words of opinion and judgement
- A few words related to environment issues
- Ways of transportation in the future
- Dimensions, shapes, material, colours
- Words to express authorisation and defense
- Physical and psychological characteristics
- Household chores
- Money and simple money transactions
- A few words related to new technologies

Grammar

- The plue-perfect tense
- Expressions of time and duration (il y a/ pendant/ depuis/en/pour)
- Verb conjugation : other irregular patterns in the present tense
- Double pronouns (place and order)
- Simple relative pronouns (qui, que, où, dont)
- The conditional mood (present tense)
- Complex negations (ne... rien, ne... personne, ne....aucun)
- Restriction (ne...que)
- Standard cause, condition and time conjunctions
- The subjunctive mood (present tense)
- The present participle
- The gerundive form
- Indefinite pronouns (quelque chose, quelqu'un, etc)
- Words expressing indefinite quantities (beaucoup de, peu de, quelques-uns, etc)
- The passive way in the present tense
- « en train de » and « venir de »
- Possessive pronouns
- Impersonal form of the verb
- Adverbs (frequency and habits)

Culture

- The French educative system
- The French administrative system
- The French political system
- Medias and freedom of speech in France
- Ways of transportation in France (*Le velib, blablacar*, etc)
- Driving in France
- Men and Women frequent stereotypes/ equality issues

- Money and money transactions in France
- Festivals and traditions
- Pollution and environment

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, 5	Competence Civic-mindedness Communication Character Creativity	10%	Individual	Appendix 2: Oral presentation 1
3. Continuous Assessment 3 (CA 3): Oral 2	1, 2, 4, 5	Competence Civic-mindedness Communication Character Creativity	20%	Individual	Appendix 3: Oral presentation 2
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	All	Civic-mindedness Communication Character Creativity	15%	Pair / team	Appendix 4: Oral presentation 3 (video)
6. Continuous Assessment 6 (CA 6): Participation	All	Civic-mindedness Communication Character	10%	Individual	Appendix 5: 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 activities 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 and video Assignment:** Individual written feedback/comments regarding vocabulary, grammar, structure, phonetics and content are to be given to each student for each non-summative or summative assessment.

- **Oral Test:** Individual /group oral feedback on the communication skills will be given to each student after the summative oral assessments.
- **Discussion board:** The discussion board/WhatsApp group is used to develop and guide student' 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?
Action-Oriented Approach (following the CEFR recommendations) Blended learning & Flipped classroom	<p>Through a wide range of learning material, such as textbook, TV5 monde videos, group works, debates and presentations, you are encouraged to participate in resembling-like or real life tasks, role-plays, debates, discussions 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 short video extracts 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, presentations, etc.</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 2*, Paris : Clé internationale.

ISBN: 978-0320085086

Girardet J., Pécheur J., Gibbe C., Parizet M.-L. (2018) *Tendances 3*, Paris : Clé internationale.

ISBN: 978-2090385311

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 oral and written assignments (*classiels*, flipped classroom activities) during the scheduled time. The *classiels* allow multiple attempts and the highest score will be considered. This is a part of your participation mark. Participating in the discussion board will help you to improve your oral and written skills and will prepare you for the tests.

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	REVIEW SESSION Getting back together & taking a meal together Chapter: Tendances 2, U1, L1&3, pp. 22-23 et 26-27 At the end of this lesson, you will learn how to: <ul style="list-style-type: none"> - ask for someone's news in a standard way - give appreciation about something - congratulate someone In vocabulary and culture, you will learn/ review: <ul style="list-style-type: none"> - meals in France In grammar & phonetics, you will use: <ul style="list-style-type: none"> - the two past tenses (review) - DO and IO personal pronouns (review) 	All	Classiel 56 Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussions and debates Presentations Interactive dialogue between students/ with the tutor
W1 L2	Talking about your previous studies and your past life Chapter: Tendances 2, U2, L2&3, pp. 38-41 At the end of this lesson, you will review and learn how to: <ul style="list-style-type: none"> - tell a memory from your student life - talk about your successes and failures in learning a new language 	All	Classiel 57 Listening comprehension activities with videos and audio recordings Reading & writing activities

	<ul style="list-style-type: none"> - encourage someone to do something <p>In vocabulary and culture, you will learn/ review:</p> <ul style="list-style-type: none"> - studies (subjects) <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - the two past tenses (review) - pronouns « y » and « en » - -yer verbs (conjugation) 		<p>Short role-plays Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
W2 L3	<p>Introducing your job/ studies & talking about it Chapter: <i>Tendances 2</i>, U2, L2&4, pp. 38-43</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - understand the way studies are organised in France - present an/your educative system <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - The French educative system <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - the present participle - the gerundive form (simultaneity) - the past tenses (review) - the restriction (review) 	All	<p>Classiel 58</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p> <p>Short role-plays Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
W2 L4	<p>Looking for a job Chapter: <i>Tendances 2</i>, U3, L1, pp. 50-51</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - understand a job ad - discuss different options - look for a job in France <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - French job market etiquette - French search engines for finding a job - Different verbs expressing options or choices <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - simple relative pronouns (qui, que) - indefinite pronouns (quelque chose, quelqu'un) - complexe negations (review) 	All	<p>Classiel 59</p> <p>L Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p> <p>Short role-plays Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
W3 L5	<p>Finding a first job Chapter: <i>Tendances 2</i>, U3, L2, pp. 52-53</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - write a simplified application letter for a job - write an excuse letter or mail - write a short standard request 	All	<p>Classiel 60</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p>

	<ul style="list-style-type: none"> - express satisfaction or dissatisfaction <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - French job market etiquette - frequent expressions and words in formal messages - words of satisfaction and dissatisfaction <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - simple relative pronouns (qui, que, dont où) 		<p>Short role-plays Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
<p>W3</p> <p>L6</p>	<p>Understanding the French media Chapter: <i>Tendances 2</i>, U4, L1&L2, pp. 64-67</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - understand main headlines in the press - inform someone of a good news - understand and write a “fait divers” (news) <p>In vocabulary and culture, you will learn</p> <ul style="list-style-type: none"> - French press and newspapers - freedom of speech in French press - words related to crime and theft <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - the passive way in the present - past participle agreements 	All	<p>Classiel 61</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p> <p>Short role-plays Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
<p>W4</p> <p>L7</p>	<p>Giving your opinion on the news Chapter: <i>Tendances 2</i>, U4, L3, pp. 64-65 Chapter: <i>Tendances 2</i>, U5, L3, pp. 82-83.</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - give your opinion on news headlines - understand political informations - express worry and reassurance <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - political system of France - administrative system of France <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - « en train de » and « venir de » - Negations (review) - -uire verbs - time expressions (il y a, depuis, pendant, en) 	All	<p>Classiel 62</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p> <p>Short role-plays Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
<p>W4</p> <p>L8</p>	<p>Defending yourself and your property Chapter: <i>Tendances 2</i>, U7, L1, pp. 106-107.</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - write a poster to claim for something 	All	<p>Classiel 63</p> <p>Listening comprehension activities with videos and audio recordings</p>

	<ul style="list-style-type: none"> - express that something belongs to you - understand an official invitation letter <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - dimensions - shapes - material - colours (review) <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - possessive pronouns 		<p>Reading & writing activities</p> <p>Short role-plays Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
W5 L9	<p><i>Requesting an authorisation & giving an order</i> Chapter: <i>Tendances 2</i>, U3, L3, pp. 54-55. Chapter: <i>Tendances 2</i>, U7, L2, pp. 108-109.</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - give an order and forbid something <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - words to express authorisation and defense <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - the subjunctive mood (order and interdiction) - the impersonal form (verbs) - -ire verbs 	All	<p>Classiel 64</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p> <p>Short role-plays Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
W5 L10	<p><i>Defending your own ideas</i> Chapter: <i>Tendances 2</i>, U7, L3&L4, pp. 110-113.</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - understand a manifesto and a survey - express advice, wish and obligation - express your opinion - write a short, standard letter of complaint <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - words and verbs of opinion <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - the subjunctive mood (wish and advice) - words expressing indefinite quantities (beaucoup de/ certains/ peu de/ plusieurs, quelques-uns, etc) 	All	<p>Classiel 65</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p> <p>Short role-plays Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
W6 L11	Written Test 1 (20 % CA) (listening, reading, writing)	1, 3, 4, 5	individual
W6 L12	Oral 1 (10 % CA) (Listening & Speaking)	1, 2, 4, 5	Individual In pair with the tutor

NO LESSONS – RECESS WEEK			
W7 L13	Feedback on Written Test 1 (15 min – 20 min) <i>Describing foreign traditions and festivals</i> Chapter: <i>Tendances 2</i>, U6, L4, pp. 98-99 Chapter: <i>Tendances 2</i>, U8, L2, pp. 122-123. At the end of this lesson, you will be able to: <ul style="list-style-type: none"> - describe traditions In vocabulary and culture, you will learn: <ul style="list-style-type: none"> - climate, weather forecast, seasons (review) - ways of transportation (review) - adjectives to describe festivals and traditions In grammar & phonetics, you will use: <ul style="list-style-type: none"> - the future tense (review) - si = if + (in sentences with the present tense) - expressions to express duration: “dans”, “durant” 	All	Classiel 66 Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor
W7 L14	Feedback on Oral 1 (10 min) <i>Talking about stereotypes</i> Chapter : <i>Tendances 2</i>, U8, L3, p. 124-125 Chapter : <i>Tendances 2</i>, U9, L2, p. 136-137 At the end of this lesson, you will be able to: <ul style="list-style-type: none"> - discuss stereotypes - compare different ways of life and mentalities In vocabulary and culture, you will learn: <ul style="list-style-type: none"> - physical characteristics (review) - psychological characteristics (review) In grammar & phonetics, you will use: <ul style="list-style-type: none"> - Verbal form “faire faire” - comparatives and superlatives (review) 	All	Classiel 67 Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor
W8 L15	<i>Talking about men and women equality</i> Chapter : <i>Tendances 2</i>, U9, L3, p. 135 & L3, pp. 136-137 At the end of this lesson, you will be able to: <ul style="list-style-type: none"> - present and discuss stereotypes - express conditions and hypothesis In vocabulary and culture, you will learn: <ul style="list-style-type: none"> - household chores In grammar & phonetics, you will use:	All	Classiel 68 Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates Presentations

	<ul style="list-style-type: none"> - conjunctions and connectors expressing hypothesis and condition (si, a moins que, a condition que...) 		Interactive dialogue between students/ with the tutor
W8 L16	<i>Understanding economical news</i> Chapter : <i>Tendances 3</i>, U1, L1&L2, pp. 22-25 At the end of this lesson, you will be able to: <ul style="list-style-type: none"> - make hypothesis and assumptions In vocabulary and culture, you will learn / review: <ul style="list-style-type: none"> - money and money transactions In grammar & phonetics, you will use: <ul style="list-style-type: none"> - the conditional mood (present tense) 	All	Classiel 69 Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor
W9 L17	Oral 3 (video) (15 % CA) (listening, writing, speaking, reading) <i>Standing for or against new technologies</i> Chapter : <i>Tendances 3</i>, U1, L3, pp. 27-28 At the end of this lesson, you will be able to: <ul style="list-style-type: none"> - understand arguments for or against something - express doubts and uncertainty In vocabulary and culture, you will learn / review: <ul style="list-style-type: none"> - a few words related to new technologies - words to express opinions In grammar & phonetics, you will use: <ul style="list-style-type: none"> - the conditional mood (present tense) - Si + imperfect tense - subjunctive/ conditional or indicative in clause sentences (use & values) 	All	Classiel 70 Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor
W9 L18	<i>Talking about the benefits of practising a sport</i> Chapter : <i>Tendances 3</i>, U2, L3, pp. 40-41 At the end of this lesson, you will be able to: <ul style="list-style-type: none"> - discuss benefits and advantages of practicing a sport - express frequency and habits In vocabulary and culture, you will learn: <ul style="list-style-type: none"> - sports and activities 	All	Classiel 71 Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates Presentations

	In grammar & phonetics, you will use: <ul style="list-style-type: none"> - frequency adverbs - gerundive (condition and means) - personal pronouns “y” vs “en” 		Interactive dialogue between students/ with the tutor
W10 L19	Talking about the traffic and new ways of transportation Moving around in a car Chapter : Tendances 3, U3, L2, pp. 52-53 At the end of this lesson, you will be able to: <ul style="list-style-type: none"> - report a car crash - fill in an accident report In vocabulary and culture, you will learn: <ul style="list-style-type: none"> - words related to car driving - stereotypes man/woman in daily life In grammar & phonetics, you will use: <ul style="list-style-type: none"> - the plue-perfect tense (form, use, value) 	All	Classiel 72 Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor
W10 L20	Chapter : Tendances 3, U3, L3&L4, pp. 54-57 At the end of this lesson, you will be able to: <ul style="list-style-type: none"> - discuss about environmental issues - express fears and cautions In vocabulary and culture, you will learn: <ul style="list-style-type: none"> - words related to pollution and environment - ways of transportation (review) In grammar & phonetics, you will use: <ul style="list-style-type: none"> - conjunctions to express cause and effects - the conditional mood (present tense) (review) - “Si” = if + imperfect tense (review) 	1, 3, 4, 5	Classiel 73 Group work Revision activities
W11 L21	Written test 2 (25% CA) (listening, reading, writing)	1, 3, 4, 5	Individual
W11 L22	Oral test 2 (20% CA) (Listening & Speaking)	1, 2, 4	Individual In pair with the tutor
W12 L23	Oral test 2 (continuation) (Listening & Speaking)	1, 2, 4	Individual In pair with the tutor
W12 L24	Test 2, Oral 2 & 3 feedbacks 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)**

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

Grammar (12 points)

12 – 11 points:	<ul style="list-style-type: none">• All grammatical content covered in class has been used successfully.
10 – 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.
8 – 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.
6 – 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.• Maximum 5 points if no connector or clause subordinate is used at all.
4 – 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.
2 – 0 points:	<ul style="list-style-type: none">• Shows no grammatical competence.• Largely copied from the reading comprehension.

Style and Structure (10 points)

10 - 9 points:	<ul style="list-style-type: none">• Diverse with variation of expression.• Logical structure.• Creative use of learnt vocabulary and clause subordinates.
8 – 7 points:	<ul style="list-style-type: none">• Variation of expression was attempted.• Mostly logical structure.• Personal opinion is mostly clearly expressed.• Good use of learnt vocabulary and clause subordinates.
6 – 5 points:	<ul style="list-style-type: none">• Little variation of expression.• Somewhat logical structure.• Mostly comprehensible.• Personal opinion is not always clearly expressed.• Maximum 5 points if required word count was not met or not indicated.
4 – 3 points:	<ul style="list-style-type: none">• Very repetitive.• No logical structure.• Difficult to comprehend.• Problems with learnt vocabulary.• Learnt con- and subjunctions are not successfully used.
2 – 0 points:	<ul style="list-style-type: none">• Major difficulties to comprehend the text.

Appendix 2: Assessment Criteria for Oral 1 (presentation) in CA 2 (individual)

Total marks 100 points will be converted to 10% of overall grade.

A. Content and creativity

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

B. Ability to present and defend a point of view

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

C. Learnt Grammar

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

D. Learnt Vocabulary, accuracy and correctness

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

E. Pronunciation

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

F. Fluency

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 (presentation) in CA 3 (Individual)

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

A. Ability to present a point of view and to develop a few arguments

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

B. Ability to defend a point of view

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

C. Learnt Grammar

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

D. Learnt Vocabulary, accuracy and correctness

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

E. Fluency and interactivity

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

F. Pronunciation

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

Total: _____ / 100 points

Appendix 4: Assessment Criteria for Oral presentation 3 (video) in CA 5 (Team/pair)

Total marks 100 points will be converted to 15% of overall grade.

A. Ability to present a point of view and develop a few arguments (team)

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

B. Ability to defend a point of view (team)

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

C. Learnt Grammar (individual)

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

D. Learnt Vocabulary, accuracy and correctness (individual)

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

E. Fluency and interactivity (individual)

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

F. Pronunciation (individual)

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

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.