



### **Course Aims**

This course is an unrestricted elective (UE) for any undergraduate student who already possesses a level of proficiency in the language equivalent to LF9005. Through task-based learning and flipped-classroom approaches, LF9005 will teach you the standards of the French language by developing further your communicative abilities (reading, writing, listening and speaking) to an intermediate level matching the B1 level according to the Common European Framework of Reference for Languages (CEFR). With the aid of a wide range of audio-visual material and online activities that relate to personal situations and public issues, you will be able to communicate and interact independently in French while exploring further French and Francophone cultures and societies. In-class debates and discussions, teamwork projects and presentations 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 LF9005 you will be able to:

1. Communicate at an intermediate level according to standard sociolinguistic and cultural norms and interact independently when performing real-life tasks.
2. Discuss and debate topics of personal and public interests with a sufficient pronunciation, fluency and accuracy.
3. Write more complex connected texts such as essays, blogs, emails providing and requesting information or presenting a point of view and defending it with a few logical arguments.
4. Listen, read, interpret and comprehend authentic French multimedia material on various issues and identify the main information and a few secondary information provided in it.
5. Produce a more complex presentation about different and various aspects of French and Francophone cultures along with appropriate commentary, analysis and reflection.

### **Course Content**

List of Topics Covered:

#### *Communicative and interactive skills*

- Convincing/persuading someone of something
- Writing a chronology
- Anticipating the future
- Writing a standard personal letter for a friend
- Express personal, complex feelings
- Giving rationales
- Debating and discussing on a personal or public issue
- Expressing objectives or aims
- Presenting consequences
- Structuring a series of arguments in a discussion
- Writing a petition to defend a project
- Writing a formal post or mail
- Understanding a mail or a post in professional life
- Comparing ideas and perspectives

- Qualifying an opinion or a judgement
- Presenting a book
- Expressing interest for something
- Appreciating and evaluating a product
- Understanding instructions given by an answering machine
- Dealing independently with problems at the bank
- Expressing restrictions and conditions
- Presenting contradictory arguments

### *Vocabulary*

- Personal life events
- Words related to friendship and relationships
- Vegetables, animals, agriculture and ecology
- Human disabilities and poverty
- Names of technological items and objects
- Words related to arts and culture heritage
- Immigration, migration and expatriation
- Games and gambling
- Words and expressions related to money and transactions in a bank
- Words related to recycling and wasting

### *Grammar*

- The future perfect tense
- Time indicators in the past tenses and future tenses
- Relative pronouns (ce qui, ce que, ce dont, celui qui, etc.)
- Verbs, connectors and adverbs to express a rationale
- Verbs, connectors and adverbs to express a purpose
- Verbs, connectors and adverbs to express a consequence or an effect
- Connectors and adverbs to structure a logical argumentation
- Connectors and adverbs to express time
- Participle clause sentence (present and past participles)
- Indefinite pronouns of quantity
- The passive way : the pronominal form
- the passive way in the past tense
- Past participle agreements
- Connectors and adverbs to express intensity
- Adverbs with comparatives and superlatives
- Connectors and adverbs to express condition and restriction
- Connectors and adverbs to express means

### *Culture*

- The Green movement in France
- The French associative life
- French charity organisations such as “Les restos du coeur”
- Solidarity and poverty in France
- Standard polite and formal ways of address
- Working conditions in France and in Canada
- Emigration, expatriation and migrations in the French speaking world
- Men and Women frequent stereotypes
- Gambling habits in France
- Literary prize and edition

- Major, famous Francophone writers and artists
- French famous historical figures
- Main lines about French history
- Development of second hand shops and recycling habits in France
- Organic vs intensive agriculture
- Gender equity in politics, at work, in life
- Famous French cultural institutions

**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
<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 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?
<b>Action-Oriented Approach</b>  (following the CEFR recommendations)  <b>Blended learning &amp; Flipped classroom</b>	<p>Through a wide range of learning material, such as textbook, TV5 monde videos, RFI podcasts, 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. (2018) *Tendances 3*, Paris : Clé internationale.

ISBN: 978-2090385311

TV5 monde website: <https://apprendre.tv5monde.com/fr>

RFI website : <http://en.rfi.fr/>

### 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	<b>REVIEW SESSION</b> <i>Taking care of yourself: discussing a look</i> Chapter : <i>Tendances 3</i> , U2, L2, pp. 38-39  <b>At the end of this lesson, you will review how to:</b> <ul style="list-style-type: none"><li>- Introduce your dream, wishes, personal feelings about a topic</li><li>- Give your opinion about something</li><li>- Give advice</li></ul> <b>In grammar &amp; phonetics, you will use:</b> <ul style="list-style-type: none"><li>- the subjunctive mood (present tense)</li></ul>	All	<b>Classiel 74</b>  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	<i>Taking care of yourself: having personal projects</i> Chapter : <i>Tendances 3</i> , U2, L1, pp. 36-37  <b>At the end of this lesson, you will learn how to:</b> <ul style="list-style-type: none"><li>- anticipate your professional future</li></ul>	All	<b>Classiel 75</b>  Listening comprehension activities with videos and audio recordings

	<ul style="list-style-type: none"> <li>- convince someone of something</li> </ul> <p><b>In vocabulary and culture, you will learn/ review:</b></p> <ul style="list-style-type: none"> <li>- studies (subjects) and occupation</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- the future perfect tense (le future antérieur)</li> <li>- time indicators in the future tense</li> </ul>		<p>Reading &amp; writing activities</p> <p>Short role-plays Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
<p><b>W2</b></p> <p><b>L3</b></p>	<p><b><i>Taking care of yourself: recalling a personal memory</i></b></p> <p><b>Chapter : <i>Tendances 3</i>, U4, L1, pp. 64-65</b></p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- recall a personal memory</li> <li>- write a chronology</li> <li>- comment a memory picture</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- personal life events (wedding, birth, etc)</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- time indicators in the past tenses</li> <li>- the plus-perfect tense (review)</li> </ul>	All	<p><b>Classiel 76</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 Presentations Interactive dialogue between students/ with the tutor</p>
<p><b>W2</b></p> <p><b>L4</b></p>	<p><b><i>Taking care of yourself: about friendship and marriage</i></b></p> <p><b>Chapter : <i>Tendances 3</i>, U4, L3, pp. 68 &amp; U4, L4, pp. 70-71</b></p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- write a standard personal letter for a friend</li> <li>- express personal feelings (good or bad)</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- words for friendship and relationships</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- DO and IO personal pronouns (review)</li> <li>- “les doubles pronoms” in present tenses</li> </ul>	All	<p><b>Classiel 77</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 Presentations Interactive dialogue between students/ with the tutor</p>
<p><b>W3</b></p> <p><b>L5</b></p>	<p><b><i>Defending an ecological project: giving rationales</i></b></p> <p><b>Chapter : <i>Tendances 3</i>, U5, L1, pp. 78-79</b></p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- give the rationales of an event/ project</li> <li>- talk about biodiversity</li> <li>- debate and discuss on an ecological issue</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- vegetals and animals</li> <li>- words related to biology and ecology</li> </ul>	All	<p><b>Classiel 78</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 Presentations</p>

	<ul style="list-style-type: none"> <li>- Nicolas Hulot and the ecological movements in France</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- connectors and adverbs to express a cause</li> <li>- verbs and expressions expressing a cause</li> </ul>		Interactive dialogue between students/ with the tutor
<b>W3</b>  <b>L6</b>	<p><b><i>Defending a social project: becoming member of an association</i></b>  <b>Chapter : <i>Tendances 3</i>, U5, L2, 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>- understand the aims of an association</li> <li>- express purposes of an action</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- French charity associations “Les restos du coeur”</li> <li>- solidarity and poverty in France</li> <li>- words related to human disabilities</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- connectors and adverbs to express a purpose</li> <li>- verbs and expressions expressing a purpose</li> </ul>	All	<p><b>Classiel 79</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  Presentations  Interactive dialogue between students/ with the tutor</p>
<b>W4</b>  <b>L7</b>	<p><b><i>Defending a technological project: presenting the consequences of an innovation</i></b>  <b>Chapter : <i>Tendances 3</i>, U5, L3, pp. 82-83</b></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 project presentation in technology</li> <li>- present the consequences of a technological innovation</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- names of technological items and objects</li> <li>- names of objects (home appliances, vehicles)</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- connectors and adverbs to express an effect</li> <li>- verbs and expressions expressing an effect</li> </ul>	All	<p><b>Classiel 80</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  Presentations  Interactive dialogue between students/ with the tutor</p>
<b>W4</b>  <b>L8</b>	<p><b><i>Defending a cultural project: building an argumentation</i></b>  <b>Chapter : <i>Tendances 3</i>, U5, L4, pp. 84-85</b></p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- structure a set of arguments in a discussion</li> <li>- write a petition to defend a cultural project</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p>	All	<p><b>Classiel 81</b></p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading &amp; writing activities</p> <p>Short role-plays</p>

	<ul style="list-style-type: none"> <li>- words related to arts (painting)</li> <li>- words related to immigration</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- connectors and adverbs to build a logical argumentation</li> </ul>		<p>Task completion</p> <p>Discussion and debates</p> <p>Presentations</p> <p>Interactive dialogue between students/ with the tutor</p>
W5 L9	<p><b>Working in France: communicating at work</b> Chapter : <i>Tendances 3</i>, U6, L3, pp. 94-95.</p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- write a formal post or mail to a superior</li> <li>- understand a mail or a post in professional life</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- polite and formal ways of address (to a superior)</li> <li>- polite and informal ways of address (to colleagues)</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- the relative pronoun “dont” (review)</li> <li>- the conditional mood (present tense) review</li> </ul>	All	<p><b>Classiel 82</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>Presentations</p> <p>Interactive dialogue between students/ with the tutor</p>
W5 L10	<p><b>Working in France: getting used to a company</b> Chapter : <i>Tendances 3</i>, U6, L3, pp. 96-97.</p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- discuss different working styles</li> <li>- compare different working habits</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- working conditions in France and in Canada</li> <li>- emigration and expatriation</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- demonstrative pronouns “celui qui/que/dont”</li> <li>- relative pronouns “ce qui/que/dont”</li> </ul>	All	<p><b>Classiel 83</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>Presentations</p> <p>Interactive dialogue between students/ with the tutor</p>
W6 L11	<p><b>Written Test 1 (20 % CA)</b> (listening, reading, writing)</p>	1, 3, 4, 5	individual
W6 L12	<p><b>Oral 1 (10 % CA)</b> (Listening &amp; Speaking)</p>	1, 2, 4, 5	Individual In pair with the tutor
<b>NO LESSONS – RECESS WEEK</b>			
W7 L13	<p><b>Feedback on Written Test 1 (15 min – 20 min)</b></p> <p><b>Enjoying your time off: reading in a library</b> Chapter : <i>Tendances 3</i>, U7, L1, pp. 106-107</p>	All	<p><b>Classiel 84</b></p> <p>Listening comprehension activities with videos and audio recordings</p>

	<p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- discuss about books and reading</li> <li>- understand a book presentation</li> <li>- present a romance</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- literary price</li> <li>- major and famous Francophone writers</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- connectors and adverbs to express time (posteriority, anteriority, simultaneity)</li> </ul>		<p>Reading &amp; writing activities</p> <p>Short role-plays Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
<p><b>W7</b>  L14</p>	<p><b>Feedback on Oral 1 (10 min)</b> <i>Enjoying your time off:</i> <b>sharing your passion (French history and gambling)</b> <b>Chapter : Tendances 3, U7, L2, p. 108-109</b> <b>Chapter : Tendances 3, U7, L4, p. 113</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 interest for something or historical facts</li> <li>- present historical facts</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- French famous historical figures</li> <li>- main lines about French history</li> <li>- gambling habits in France</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- the passive way in the past tenses</li> <li>- past participle agreements</li> <li>- pronominal form : "se faire + infinitive"</li> </ul>	All	<p><b>Classiel 85</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 Presentations Interactive dialogue between students/ with the tutor</p>
<p><b>W8</b>  L15</p>	<p><b>Consumming : appreciating a product or a service</b> <b>Chapter : Tendances 3, U8, L1, pp. 120-121</b></p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- appreciate and evaluate a product bought online</li> <li>- understand instructions given by an answering machine</li> <li>- discuss the value of an appreciation</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- household items and clothes (review)</li> <li>- main sharing sites in France (AirBnB, blablacar, etc)</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- connectors and adverbs to express intensity</li> <li>- adverbs with comparatives and superlatives</li> </ul>	All	<p><b>Classiel 86</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 Presentations Interactive dialogue between students/ with the tutor</p>

W8 L16	<p><b>Consumming : managing your budget</b> Chapter: <i>Tendances 3</i>, U8, L2&amp;L3, pp. 122-125</p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- deal with problems at the bank</li> <li>- express restrictions and conditions</li> </ul> <p><b>In vocabulary and culture, you will learn / review:</b></p> <ul style="list-style-type: none"> <li>- second hand shop in France</li> <li>- recycling</li> <li>- words and expressions related to money</li> <li>- standard transactions in a bank</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- connectors and adverbs to express condition and restriction</li> </ul>	All	<p><b>Classiel 87</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 Presentations Interactive dialogue between students/ with the tutor</p>
W9 L17	<p><b>Oral 3 (video) (15 % CA)</b> (listening, writing, speaking, reading)</p> <p><b>Consumming: organic vs intensive agriculture?</b> Chapter : <i>Tendances 3</i>, U8, L4, pp. 126-127</p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- make a judgement on something</li> <li>- take a position on GMO agriculture</li> </ul> <p><b>In vocabulary and culture, you will learn / review:</b></p> <ul style="list-style-type: none"> <li>- the tendency "retour a la terre"</li> <li>- the Green movement in France</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- connectors and adverbs to express means</li> </ul>	All	<p><b>Classiel 88</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 Presentations Interactive dialogue between students/ with the tutor</p>
W9 L18	<p><b>Living in France: integration</b> Chapter: <i>Tendances 3</i>, U9, L1, pp. 134-135</p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- understand arguments for or against something</li> <li>- present contradictory arguments</li> </ul> <p><b>In vocabulary and culture, you will learn / review:</b></p> <ul style="list-style-type: none"> <li>- migrations and immigrations in France</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- connectors and adverbs to express opposition</li> </ul>	All	<p><b>Classiel 89</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 Presentations Interactive dialogue between students/ with the tutor</p>
W10 L19	<p><b>Living in France: gender balance</b> Chapter: <i>Tendances 3</i>, U9, L2, pp. 136-137</p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- participate in a survey about gender equity</li> <li>- comment results of a survey</li> </ul>	All	<p><b>Classiel 90</b></p> <p>Listening comprehension activities with videos and audio recordings</p>

	<p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- gender equity in Francophone cultures</li> <li>- gender equity in politics and at work</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- indefinite pronouns of quantity</li> <li>- indefinite adverbs (review)</li> </ul>		<p>Reading &amp; writing activities</p> <p>Short role-plays</p> <p>Task completion</p> <p>Discussion and debates</p> <p>Presentations</p> <p>Interactive dialogue between students/ with the tutor</p>
<p><b>W10</b></p> <p>L20</p>	<p><i>Living in France: understanding French cultural heritage</i></p> <p>Chapter : <i>Tendances 3</i>, U9, L3, pp. 138-139</p> <p><b>At the end of this lesson, you will be able to:</b></p> <ul style="list-style-type: none"> <li>- present a cultural institution</li> <li>- share your opinion about a cultural project</li> </ul> <p><b>In vocabulary and culture, you will learn:</b></p> <ul style="list-style-type: none"> <li>- famous French cultural institutions</li> <li>- words related to cultural institutions</li> </ul> <p><b>In grammar &amp; phonetics, you will use:</b></p> <ul style="list-style-type: none"> <li>- past and present participles (review)</li> <li>- the gerundive (review)</li> <li>- participle clause sentence (present and past)</li> </ul>	All	<p><b>Classiel 91</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>Presentations</p> <p>Interactive dialogue between students/ with the tutor</p>
<p><b>W11</b></p> <p>L21</p>	<p><b>Written test 2 (25% CA)</b> <b>(listening, reading, writing)</b></p>	1, 3, 4, 5	Individual
<p><b>W11</b></p> <p>L22</p>	<p><b>Oral test 2 (20% CA)</b> <b>(Listening &amp; Speaking)</b></p>	1, 2, 4	Individual In pair with the tutor
<p><b>W12</b></p> <p>L23</p>	<p><b>Oral test 2 (continuation)</b> <b>(Listening &amp; Speaking)</b></p>	1, 2, 4	Individual In pair with the tutor
<p><b>W12</b></p> <p>L24</p>	<p><b>Test 2, Oral 2 &amp; 3 feedbacks</b> <b>Cultural activities</b></p>	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>• Critical and logical argumentation.</li> <li>• Content goes beyond of what is requested.</li> </ul>
<b>2 points:</b>	<ul style="list-style-type: none"> <li>• Logical argumentation.</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>• Somewhat logical argumentation.</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>12 – 11 points:</b>	<ul style="list-style-type: none"> <li>• All grammatical content covered in class has been used successfully.</li> </ul>
<b>10 – 9 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>8 – 7 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>6 – 5 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 no connector or clause subordinate is used at all.</li> </ul>
<b>4 – 3 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>2 – 0 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>10 - 9 points:</b>	<ul style="list-style-type: none"> <li>• Diverse with variation of expression.</li> <li>• Logical structure.</li> <li>• Creative use of learnt vocabulary and clause subordinates.</li> </ul>
<b>8 – 7 points:</b>	<ul style="list-style-type: none"> <li>• Variation of expression was attempted.</li> <li>• Mostly logical structure.</li> <li>• Personal argumentation is mostly clearly expressed.</li> <li>• Good use of learnt vocabulary and clause subordinates.</li> </ul>
<b>6 – 5 points:</b>	<ul style="list-style-type: none"> <li>• Little variation of expression.</li> <li>• Somewhat logical structure.</li> <li>• Mostly comprehensible.</li> <li>• Personal argumentation is not always clearly expressed.</li> <li>• Maximum 5 points if required word count was not met or not indicated.</li> </ul>
<b>4 – 3 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>2 – 0 points:</b>	<ul style="list-style-type: none"> <li>• Major difficulties to comprehend the text.</li> </ul>

**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 arguments**

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, correctness, richness**

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 develop arguments**

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. Ability to defend a point of view and to develop counter arguments**

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. Learnt Grammar**

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. Learnt Vocabulary, accuracy, correctness and richness**

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. Fluency and interactivity**

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>

**F. Pronunciation**

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>

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 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 and to develop counter arguments (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, correctness and richness (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 or classiels 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.