



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 LF9006. Through task-based learning and flipped-classroom approaches, LF9006 will teach you the standards of the French language by developing further your communicative abilities (reading, writing, listening and speaking) to an upper-intermediate level matching the B2.1 level according to the Common European Framework of Reference for Languages (CEFR). With the aid of a wide range of authentic audio-visual material and online activities that relate to current affairs, you will be able to communicate spontaneously and fluently and interact fully independently. In-class debates and discussions, teamwork projects and presentations will engage you in meaningful and authentic tasks allowing you to broaden your knowledge of French culture and civilisation. Thus, this course will be beneficial for you to live and work in a French speaking country. Upon successful completion of this course, you will also be able to prepare the officially recognised DELF B2 exam, the external examination for the Certification of French as a second Language.

Intended Learning Outcomes (ILO)

After completing LF9006 you will be able to:

1. Communicate at an upper- intermediate level according to standard sociolinguistic and cultural norms and interact fully independently when performing real-life tasks.
2. Discuss and debate topics of public interests with a standard pronunciation, fluency and accuracy and a precise and various lexicon.
3. Write complex, connected texts such as essays, blogs, emails presenting a point of view and defending it with a detailed, logical and clear argumentation.
4. Listen, read, interpret and comprehend authentic French multimedia material on a wide range of current issues and identify main and secondary information provided in it.
5. Produce a 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

- Presenting and defending a point of view
- Organising logically a series of arguments
- Giving examples in an argumentation
- Understanding main and secondary arguments
- Giving instructions and understanding notice
- Expressing obligation, will, wish, feeling, doubt, condition, concession, restriction
- Expressing regrets, reproaches
- Making suppositions and hypothesis
- Reporting speech
- Expressing a cause with refinements/ nuances
- Encouraging someone and expressing fears
- Presenting a book, a piece of art, an historical figure,
- Interviewing someone and writing a scene of a film
- Congratulating and comforting someone

- Expressing doubt, certainty and uncertainty
- Taking notes from an interview
- Resuming and synthetizing a long text
- Solving all kind of different issues
- Expressing surprise and indifference
- Participating in a forum

Vocabulary

- Words related to personal life issues
- Words related to risks and fears, courage, successes, failures
- Members of the extended family
- Words related to different types of upbringing
- Words related to fiction, cinema, arts, theater and books
- Science, research, discovery. Words related to knowledge and ignorance
- Innovative objects and diy

Grammar

- The subjunctive mood (the past tense)
- The conditional mood (the past tense)
- Indirect speech in the past
- Tenses agreement in indirect speech in the past
- Conjunctions, words, verbal forms to express a cause
- Different ways of expressing a will/wish
- Various linguistic ways to express obligation and necessity
- Le passé simple (simple perfect)
- Le passé antérieur (past perfect)
- Various linguistic ways to express anteriority, posteriority, simultaneity and duration
- Complex ways of asking questions
- Various linguistic ways to express hypothesis and deductions on the future, present and past time
- Si + plue-perfect
- Various linguistic ways to express certainty and doubt
- Compound relative pronouns
- Various, complex forms of negation
- Various, complex forms of presenting an information (the passive way)

Culture

- French people and risks
- French know-how and French industries ("made in France")
- French famous historical figures
- Changes in French families structures
- Famous French writers, singers, artists, films, pieces of arts, books, etc.
- BNF (Bibliothèque Nationale de France)
- Le concours Lépine
- « Bricolage » (DIY)

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	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. 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. 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.

Reading and References

Girardet J., Pécheur J., Gibbe C., Parizet M.-L. (2018) *Tendances 4*, Paris : Clé internationale.

ISBN: 978-2090385342

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	REVIEW SESSION At the end of this lesson, you will review how to: <ul style="list-style-type: none"> - present and defend a point of view - organise logically a serie of arguments - give examples in an argumentation In grammar, you will review: <ul style="list-style-type: none"> - the subjunctive mood (present tense) - the conditional mood (present tense) - any other grammatical topic to express yourself 	All	Classiel 92 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	Getting ready for a life long journey Chapter: Tendances 3, U3, L1, pp. 50-51 At the end of this lesson, you will learn how to: <ul style="list-style-type: none"> - give instructions - express an obligation, a will, a wish, a feeling, a doubt in the past In vocabulary and culture, you will learn/ review: <ul style="list-style-type: none"> - verbs expressing a will In grammar, you will use: <ul style="list-style-type: none"> - the subjunctive mood (the past tense) 	All	Classiel 93 Listening comprehension activities with videos and audio recordings Reading & writing activities Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor
W2 L3	Regretting a previous life and making reproaches Chapter: Tendances 3, U4, L2, pp. 66-67 At the end of this lesson, you will be able to: <ul style="list-style-type: none"> - express regrets 	All	Classiel 94 Listening comprehension activities with videos and audio recordings

	<ul style="list-style-type: none"> - make reproaches - make suppositions in the future - make suppositions about the past <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - words related to personal life issues <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - the conditional mood (the past tense) 		<p>Reading & writing activities</p> <p>Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
<p>W2</p> <p>L4</p>	<p><i>How to deal with manipulators ?</i> Chapter: <i>Tendances 3, U4, L3, pp. 69</i></p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - report speech <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - words for friendship and relationships <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - indirect speech in the past - tenses agreement in indirect speech in the past - past participles agreements (review) 	All	<p>Classiel 95</p> <p>L Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p> <p>Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
<p>W3</p> <p>L5</p>	<p><i>Being autonomous in your life : taking a decision</i> Chapter: <i>Tendances 4, U1, L1, pp. 20-21</i></p> <p>At the end of this lesson, you will learn how to:</p> <ul style="list-style-type: none"> - express your will - express wish and intention - present a book <p>In vocabulary and culture, you will learn/ review:</p> <ul style="list-style-type: none"> - verbs expressing a will and a wish <p>In grammar, you will use:</p> <ul style="list-style-type: none"> - Different ways of expressing a will/wish 	All	<p>Classiel 96</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p> <p>Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
<p>W3</p> <p>L6</p>	<p><i>Being autonomous in your life : taking risks</i> Chapter: <i>Tendances 4, U1, L2, pp. 22-23</i></p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - express a cause with refinements/ nuances - encourage someone <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - words related to risks and fears - French people and risks <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - conjunctions, words, verbal forms to express a cause - causal interrogative words and expressions 	All	<p>Classiel 97</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p> <p>Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
W4	<i>Managing failures and successes</i>	All	Classiel 98

L7	<p>Chapter: <i>Tendances 4</i>, U1, L3, pp. 24-25</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - express fears and courage - congratulate and comfort someone - write a detailed email to a friend <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - words related to fears - words related to courage, successes and failures 		<p>Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p> <p>Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
W4 L8	<p><i>Living for your passions</i> Chapter: <i>Tendances 4</i>, U1, L4, pp. 26-27</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - express duration from a moment in the past - express your interest <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - French know-how - words expressing interest <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - expressions of duration from a moment in the past 	All	<p>Classiel 99</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p> <p>Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
W5 L9	<p><i>Understanding today modern family structures</i> Chapter: <i>Tendances 4</i>, U2, L2&L3, pp. 36- 41</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - debate about changes in family structures - build an argumentation with arguments and counter-arguments <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - members of the extended family - words related to different types of upbringing <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - various linguistic ways to express obligation and necessity 	All	<p>Classiel 100</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p> <p>Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
W5 L10	<p><i>Read a piece of literature</i> Chapter: <i>Tendances 4</i>, U3, L1, pp. 48-49.</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - understand a fiction written in "literary" tenses <p>In vocabulary and culture, you will learn:</p>	All	<p>Classiel 101</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p>

	<ul style="list-style-type: none"> - words related to fiction - famous French writers <p>In grammar & phonetics, you will understand:</p> <ul style="list-style-type: none"> - le passé simple (simple preterit) - le passé antérieur (past perfect) 		<p>Task completion</p> <p>Discussion and debates</p> <p>Presentations</p> <p>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	<p>Feedback on Written Test 1 (15 min – 20 min)</p> <p><i>Writing a scene of a film scenario</i> Chapter: <i>Tendances 4</i>, U3, L2&3, pp. 50-53</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - write a scene of a film scenario <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - words related to fiction and cinema - words related to arts <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - various linguistic ways to express anteriority, posteriority, simultaneity and duration 	All	<p>Classiel 102</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p> <p>Task completion</p> <p>Discussion and debates</p> <p>Presentations</p> <p>Interactive dialogue between students/ with the tutor</p>
W7 L14	<p>Feedback on Oral 1 (10 min)</p> <p><i>Interviewing someone</i> Chapter : <i>Tendances 4</i>, U3, L4, pp. 54-55 & U4, L1, p. 62</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - present an historical figure/ a song - understand an interview <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - Le masque de fer - Famous French singers - Contemporary French music <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - complex ways of asking questions - « interrogation inversée » 	All	<p>Classiel 103</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p> <p>Task completion</p> <p>Discussion and debates</p> <p>Presentations</p> <p>Interactive dialogue between students/ with the tutor</p>
W8 L15	<p><i>Making hypothesis and deductions</i> Chapter : <i>Tendances 4</i>, U4, L1, p. 63</p> <p>At the end of this lesson, you will be able to:</p>	All	Classiel 104

	<ul style="list-style-type: none"> - Make suppositions and hypothesis <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - French historical figures <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - various linguistic ways to express hypothesis and deductions on the future, present and past time - Si + plue-perfect 		<p>Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p> <p>Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
<p>W8</p> <p>L16</p>	<p><i>Humanity in the future : « le transhumanisme »</i> Chapter : <i>Tendances 4</i>, U4, L2, pp. 64-65</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - judge the value of a piece of information - express doubt and certainty <p>In vocabulary and culture, you will learn / review:</p> <ul style="list-style-type: none"> - science, research, discovery - words related to knowledge and ignorance <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - various linguistic ways to express certainty and doubt 	All	<p>Classiel 105</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p> <p>Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
<p>W9</p> <p>L17</p>	<p>Oral 3 (video) (15 % CA) (listening, writing, speaking, reading)</p> <p><i>Which dangers in the future ?</i> Chapter : <i>Tendances 4</i>, U4, L3&4, pp. 66-69</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - spot main and segundary arguments in a long text - take notes from an interview - resume and synthetize a long text <p>In vocabulary and culture, you will learn / review:</p> <ul style="list-style-type: none"> - dangers of internet - BNF (Bibliothèque Nationale de France) <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - nominalisation of verbs and adjectives 	All	<p>Classiel 106</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p> <p>Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
<p>W9</p> <p>L18</p>	<p><i>Describing a futuristic invention</i> Chapter : <i>Tendances 4</i>, U5, L1&2, pp. 76-79</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - describe an innovative product or object - understand a notice - solve an issue after buying a new appliance <p>In vocabulary and culture, you will learn / review:</p>	All	<p>Classiel 107</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p> <p>Task completion Discussion and debates</p>

	<ul style="list-style-type: none"> - Le concours Lépine - words related to objects and DIY <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - compound relative pronouns 		<p>Presentations</p> <p>Interactive dialogue between students/ with the tutor</p>
<p>W10</p> <p>L19</p>	<p><i>New behaviours and health risks</i> Chapter : <i>Tendances 4</i>, U5, L3, pp. 80-81</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - give advice on a forum related to health issues - express satisfaction and dissatisfaction <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - video game addictions in teenagers - words to express satisfactions/insatisfactions <p>In grammar & phonetics, you will use: Various, complex forms of negation</p>	All	<p>Classiel 108</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p> <p>Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
<p>W10</p> <p>L20</p>	<p><i>Refurbishing your home</i> Chapter : <i>Tendances 4</i>, U5, L4, pp. 82-83</p> <p>At the end of this lesson, you will be able to:</p> <ul style="list-style-type: none"> - express surprise and indifference - participate in a forum <p>In vocabulary and culture, you will learn:</p> <ul style="list-style-type: none"> - French industrie ("made in France") - Words related to housing and furniture <p>In grammar & phonetics, you will use:</p> <ul style="list-style-type: none"> - various, complex forms of presenting an information (the passive way) 	All	<p>Classiel 109</p> <p>Listening comprehension activities with videos and audio recordings</p> <p>Reading & writing activities</p> <p>Task completion Discussion and debates Presentations Interactive dialogue between students/ with the tutor</p>
<p>W11</p> <p>L21</p>	<p>Written test 2 (25% CA) (listening, reading, writing)</p>	1, 3, 4, 5	individual
<p>W11</p> <p>L22</p>	<p>Oral test 2 (20% CA) (Listening & Speaking)</p>	1, 2, 4	Individual In pair with the tutor
<p>W12</p> <p>L23</p>	<p>Oral test 2 (continuation) (Listening & Speaking)</p>	1, 2, 4	Individual In pair with the tutor
<p>W12</p> <p>L24</p>	<p>Test 2, Oral 2 & 3 feedbacks Cultural activities</p>	All	<p>Exam feedback</p> <p>Papers viewing</p>

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 argumentation 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 argumentation 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 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 Vocabulary, accuracy, correctness, richness

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

D. Learnt Grammar

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
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

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

C. Learnt vocabulary, accuracy, correctness and richness

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

D. Learnt grammar

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 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 Vocabulary, accuracy, correctness and richness (individual) 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 Grammar (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.