

Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

Expected Implementation in Academic Year	AY2025-2026
Semester/Trimester/Others (specify approx. Start/End date)	Semester 1
Course Author * Faculty proposing/revising the course	Estelle Bech
Course Author Email	epb@ntu.edu.sg
Course Title	French Language Level 3
Course Code	LF5003
Academic Units	3
Contact Hours	48
Research Experience Components	Not Applicable

Course Requisites (if applicable)

Pre-requisites	French Language Level 2 (LF5002) or Placement Test
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	

Course Aims

This course is a Broad Deepening Elective (BDE) designed for undergraduate student who already possess an introductory level of proficiency in French, equivalent to LF5002. Using a task-based learning approach, LF5003 builds upon your foundational skills and advances your language abilities (reading, writing, listening, and speaking) to align with the A2.1 level of the Common European Framework of Reference for Languages (CEFR). You will engage with a variety of interactive audio-visual and online activities covering topics such as work, studies, childhood, music, accommodation, sports, health, cooking, and arts. Role-plays, teamwork projects and in-class discussions will immerse you in meaningful learning experiences, enabling you to communicate confidently in simple and routine tasks in French. Whether for travel, studies, or work in Francophone regions or French-speaking companies in Singapore, this course equips you with practical language skills and cultural knowledge for success in a globalized world.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

ILO 1	Communicate in French following simple sociolinguistic norms, interacting effectively in basic conversations and performing tasks resembling real-life situations.
ILO 2	Speak and participate in discussions with clear pronunciation, sufficient fluency, and accuracy on familiar topics such as food, accommodation, sports, and arts.
ILO 3	Write simple, concise narrative, injunctive, or descriptive texts about familiar topics, utilizing the present, past, and future tenses.
ILO 4	Listen to, interpret, and comprehend semi-authentic or authentic spoken French, identifying key information and details conveyed in the material.
ILO 5	Read, interpret, and comprehend semi-authentic or authentic written French, extracting and analyzing key information from the text.
ILO 6	Demonstrate awareness of key aspects of French and Francophone culture, including social customs, traditions, and everyday life, and reflect on the similarities and differences between these cultures and your own.

Course Content

List of Topics Covered:

Communicative and interactive skills

- Describing and characterizing someone or an object
- Introducing and describing your dream job or your studies
- Introducing a friend and an acquaintance
- Talking on the phone & sending SMS
- Reminiscing & telling a story
- Describing usual, routine or habitual actions in the past
- Talking about a sport practice
- Giving an opinion on something
- Understanding and writing a film synopsis
- Booking tickets, hotels rooms, or seats
- Ordering food in a restaurant and understanding a menu
- Describing a medical condition & going to the doctor
- Looking for a place to rent and understanding real estate ads
- Following instructions in a recipe
- Making and responding to suggestions
- Expressing hopes and planning projects
- Understand a message on an answering machine
- Writing a thank you/ congratulation/ apologising note

Phonetics

- Fundamental, standard basic rules for pronunciation and reading
- Review on *liaisons* and phonetic sequences.

Vocabulary

- Food and Beverage
- Organs of the body and very common illnesses
- Sports
- Professions and studies

- Indefinite quantifiers such as little, a few, etc.
- Music instruments
- Types of entertainment
- Types of housing and accommodation, fixtures, furniture and equipment
- Items and objects
- SMS language and abbreviations
- Cinema and movies

Grammar

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

Culture

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

Reading and References (if applicable)

NOTE: The above listing comprises the foundational readings for the course and more up-to-date relevant readings will be provided when they become available.

Bech E., (2022), Coursiel 3, NTU (to be downloaded from NTULearn Main site)

Biras P., Chevrier A., Jade C., Witta S. (2019) Défi 2, Paris, Maison des Langues.

Girardet J., Pécheur J., Gibbe C., Parizet M.-L. (2019) Tendances 1, Paris: Clé internationale.

Girardet J., Pécheur J., Gibbe C., Parizet M.-L. (2020) Tendances 2, Paris: Clé internationale.

Hirschprung N., Tricot T., Veillon Leroux A., Azevedo Rodrigues S. (2019) Cosmopolite 1, Paris, Hachette FLE international.

Mabilat J.-J., Heu E. (2021) Edito A1, 2nde édition, Paris, Didier FLE

Mabilat J.-J., Heu E. (2020) Edito A2, 2nde édition, Paris, Didier FLE

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

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

Planned Schedule

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
1	[Week 2] L1: Revisions - Introducing and describing yourself & others	All	At the end of this lesson, you will review and learn how to: - introduce yourself & someone else - describing and characterising someone In vocabulary and culture, you will learn/ review : - body parts - colours - likes and dislikes In grammar & phonetics, you will use : - il est vs c'est - Interrogative words (particularly quel vs qu'est-ce que) - on = nous - agreements (adjective with nouns) (-el/-elle, -f/-ve, -eux/-euse)	In-person	Classiel 36/Coursiel 1
2	[Week 2] L2: Revisions - Introducing your job	All	At the end of this lesson, you will be able to : - talk about past and previous work/study experiences In vocabulary and culture, you will learn : - professions & studies In grammar & phonetics, you will use : - nouns in feminine forms (-er/-ère, -eur/-euse, -teur/-trice/-teuse) + revision of other feminine forms - review on the present and past tenses - review on personal Direct Object pronouns (te, me, le, la..)	In-person	Classiel 37a/Coursiel 2

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
3	[Week 3] L3: talking about your studies	All	At the end of this lesson, you will be able to : - talk about past and previous work/study experiences - present advantages and disadvantages of a profession In vocabulary and culture, you will learn : - professions & studies - stereotypes about professions In grammar & phonetics, you will use : - expression of duration (depuis, combien de temps, pendant) - review on the present and past tenses	In-person	Classiel 37b / Coursiel 3
4	[Week 3] L4: Talking about acquaintances and friends	All	At the end of this lesson, you will be able to : - express interests for something - discuss what a real friend is In vocabulary and culture, you will learn : - words related to friendship In grammar & phonetics, you will use : - indirect object pronouns in the present and past tenses in positive or negative sentences - demonstrative pronoun « ça » - tonic pronouns (je pense à lui ; je vis sans lui)	In-person	Classiel 38 / Coursiel 4
5	[Week 4] L5: Exchanging phone and text messages	All	At the end of this lesson, you will be able to : - understand a message on an answering machine - write a thank you/ congratulation/ apologizing note In vocabulary and culture, you will learn : - phone & mobile, SMS language and abbreviations. - frequent expressions and words in messages In grammar & phonetics, you will use : - review on personal IO and DO pronouns - conjugation : the verb “plaire” - introduction to double pronouns in the present and past tenses	In-person	Classiel 39 / Coursiel 5

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
6	[Week 4] L6: Reminiscing	All	At the end of this lesson, you will be able to : - tell a memory - talk about your leisure activities in the past In vocabulary and culture, you will learn - leisure activities, daily life, holidays In grammar & phonetics, you will use: - the past tense: the imperfect tense - « faire de » and « jouer à/ de » (review)	In-person	Classiel 40/Coursiel 6
7	[Week 5] L7: Writing a biography of a celebrity	All	At the end of this lesson, you will be able to : - relate past events In vocabulary and culture, you will learn : - words related to past holidays, past events, films, etc - stages of action In grammar & phonetics, you will learn : - when to use the two past tenses? (passé composé & imparfait) - review expression of duration (pendant, il y a) in sentences in the past tenses	In-person	Classiel 41/Coursiel 7
8	[Week 5] L8: Understanding and writing a film synopsis	All	At the end of this lesson, you will be able to : - understand a film synopsis - describe objects and items In vocabulary and culture, you will learn : - words related to cinema - adjectives to describe objects - more about French art scene In grammar & phonetics, you will use : - relative pronouns qui & que and où - gallicisms : c'est... qui, c'est ... que - review on -VIR, -TIR and -MIR verbs	In-person	Classiel 42/ Coursiel 8

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
9	[Week 6] L9: Talking about sports activities	All	At the end of this lesson, you will be able to : - talk about your sport practice - introduce your favorite sport In vocabulary and culture, you will learn : - words related to sports activities In grammar & phonetics, you will use : - the pronoun « en » - introduction to the double pronouns with en - frequency adverbs (place)	In-person	Classiel 43 / Coursiel 9
10	[Week 6] L10: Going to the doctor	All	At the end of this lesson, you will be able to : - express different opinions about a health problem - describe symptoms and health problems In vocabulary and culture, you will learn : - words and expressions of opinion - words and expressions of illness and discomfort - the French health system In grammar & phonetics, you will use : - Frequency adverbs (toujours, souvent, encore) and their place in a sentence (review) - Conjugation: the verb croire - Basic negations (ne...pas du tout/ ne.. plus/ ne...jamais) - Basic conjunctions (cause and consequence)	In-person	Classiel 43 / Coursiel 10
11	[Week 7] L11: CA 1: Written 1 (20% of final grade)	All		In-person	Classiel Written 1
12	[Week 7] L12: CA 3: Oral 2 (15 % of overall grade)	1, 2, 4		In-person	Classiel Written 1 / Classiels Test yourself

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
13	[Week 8] L13: Looking for a place to rent & understanding real estate ads	All	At the end of this lesson, you will be able to : - understanding real estate ads - describe an accommodation - schedule a house visit with a real estate agent In vocabulary and culture, you will learn : - types of housing and accommodation - furniture, fixtures and equipment In grammar & phonetics, you will use : - the pronoun « y » = a place; « y » = an idea - si = if + (in sentences with the present tense)	In-person	Classiel 45 / Coursiel 11
14	[Week 8] L14: Finding an accommodation & CA Oral 1 due date (10% of final grade)	All	At the end of this lesson, you will be able to : - schedule a house visit with a real estate agent - giving instructions - express needs and necessity In vocabulary and culture, you will learn : - furniture, fixtures and equipment In grammar & phonetics, you will use : - review : imperative mood - where to put the pronouns in imperative sentences (affirmative and negative sentences) - il faut, devoir & avoir besoin de	In-person	Classiel 46 / Coursiel 12
15	[Week 9] L15: Following a recipe	All	At the end of this lesson, you will be able to : - prepare a French dish following a recipe - comment on a dish In vocabulary and culture, you will learn / review : - food and beverage In grammar & phonetics, you will use : - expressing quantities (quelques, plusieurs, beaucoup de, etc) with the pronoun « en » - verbs ending with -VRE/-TRE (suivre, mettre)	In-person	Classiel 47 / Coursiel 13

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
16	[Week 9] L16: Choosing a restaurant & ordering food	All	At the end of this lesson, you will be able to : - order food in a restaurant - understand an authentic French menu - express negation and restriction In vocabulary and culture, you will learn / review : - French etiquette for meals - ways of payment Grammar : - complexe negations (ne... aucun/ rien/ personne) - restriction (ne... que/ seulement / juste)	In-person	Classiel 48 ? Coursiel 14
17	[Week 10] L17: Expressing hopes	All	At the end of this lesson, you will be able to : - express hopes - talk about your future In vocabulary and culture, you will learn : - zodiac and fortune teller - most common superstitions In grammar & phonetics, you will use : - the future tense (forms, use, values)	In-person	Classiel 49 /Coursiel 15
18	[Week 10] L18: Talking about your future (planning)	All	At the end of this lesson, you will be able to : - talk about your projects In grammar & phonetics, you will use : - the future tense (forms, use, values) - the near future tense vs the future tense - When to use the future tense in hypothetical and time clauses (Quand + futur, futur; si + present, futur)	In-person	Classiel 50 /Coursiel 16

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
19	[Week 11] L19: Making and responding to suggestions	All	At the end of this lesson, you will be able to : - suggest an activity - choose an activity or an item among others In vocabulary and culture, you will learn : - vocabulary related to items, objects, activities - discover a few French singers and artists In grammar & phonetics, you will use : - demonstrative pronoun “celui-ci” - interrogative pronoun “lequel” - comparatives and superlatives - conjugation: - verbs ending with –VRIR/-FRIR (ouvrir, offrir) (review)	In-person	Classiel 51 / Coursiel 17&18
20	[Week 11] L20: Review session for CA 4: Written 2	1, 3, 4, 5		In-person	Classiel Written 2 / Classiels Test yourself / All coursiels
21	[Week 12] L21: CA 4: Written 2 (15% CA)	1, 3, 4, 5		In-person	Classiel Written 2 / Classiels Test yourself
22	[Week 12] L22: Review session for CA 5: Oral 3	1, 2, 4		In-person	Classiel Written 2 & Classiels Test yourself
23	[Week 13] L23: CA 5: Oral 3 (20% of overall grade)	1, 2, 4		In-person	Classiel Written 2 / Classiels Test yourself
24	[Week 13] L24: Written 2 and Oral 3 feedback	All	Exam feedback Papers viewing Cultural activities	In-person	

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Action-Oriented Approach (following the CEFR recommendations)	Developed by the Council of Europe in the years 2000, this approach encourages students to participate in resembling-like or real-life tasks, role-plays, debates, discussions and meaningful, engaging in-class activities to improve the necessary receptive and productive skills in French. The goal of this approach is to turn students into independent individuals able to perform efficiently social task in the French speaking countries.
Blended learning	Blended learning, also known as hybrid learning, is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. Online learning after class will support students in achieving the learning outcomes. Therefore, after each lesson, grammar acquisition, vocabulary retention, cultural knowledge, listening, reading and writing skills are also further enforced through post-class exercises called Classiels.
Peer to peer learning	Peer to peer learning helps engage students in both teaching and learning processes, increase student-led involvement, and lower student anxiety because peer tutors seem less intimidating than lecturers (Stigmar, 2016). This form of learning has also accelerated the development of generic skills and general knowledge. Students no longer feel isolated in the learning enterprise. Their incomplete knowledge is no longer felt as a liability but is an asset because it permits them to join in group activities, helping and being helped according to need.
Student-centred learning	Student-centred learning shifts the responsibility of decision-making in class from teachers to students to empower students in the learning journey (Tyma, 2009; Weimer, 2002.). This learning model diminishes test anxiety and reduces the temptation to cheat (Weimer 2002). Learner-centred methods of content delivery allow students to control their learning since they require students to take responsibility for their learning by being actively involved in the learning process rather than passively receiving information from lectures (Slunt & Giancario, 2004). Learner-centred teaching approaches were also found to produce positive results, such as increased student satisfaction (Kemm & Dantas, 2007) and motivation (Chung & Chow, 2004; Triantafyllakos et al., 2008).

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Description of Assessment Component	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Test/Quiz(Continuous Assessment 1 (CA 1): Written 1)	1, 3, 4, 5	Cognitive Agility, Character and Competence	20		Individual	Analytic	Multistructural
2	Continuous Assessment (CA): Oral Test(Continuous Assessment 2 (CA 2): Oral 1)	1, 2, 4	Cognitive Agility, Character and Competence	10		Individual	Analytic	Multistructural
3	Continuous Assessment (CA): Oral Test(Continuous Assessment 3 (CA 3): Oral 2)	1, 2, 4	Cognitive Agility, Character and Competence	15		Individual	Analytic	Multistructural
4	Continuous Assessment (CA): Test/Quiz(Continuous Assessment 4 (CA 4): Written 2)	1, 3, 4, 5	Cognitive Agility, Character and Competence	15		Individual	Analytic	Multistructural
5	Continuous Assessment (CA): Oral Test(Continuous Assessment 5 (CA 5): Oral 3)	1, 2, 4, 6	Cognitive Agility, Character and Competence	20		Team	Analytic	Multistructural
6	Continuous Assessment (CA): Class Participation(Continuous Assessment 6 (CA 6): Participation)	All	Cognitive Agility, Character and Competence	20		Individual	Holistic	Not Applicable

Description of Assessment Components (if applicable)

A. Continuous Assessments 1 and 4 are written assessments consist of 3 parts assessing student's:
 (1) listening comprehension (30% of CA1 or 4 final grade)
 (2) writing (40% of CA 1 or 4 final grade)
 (3) reading comprehension (30% of CA 1 or 4 final grade).

B. Continuous assessments 2, 3 and 5 consist of resembling-like social interactions or situations to be role-played with your peers or your teacher. These CAs will assess your aural skills (listening and speaking) and cultural skills when applicable.

To do well on the team assessment, it is necessary for you to demonstrate positive interdependence and 17 teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on feedback about your contributions to the group work. If students encounter issues with group members' contributions, they should speak to the instructor, who may then assess individual contributions through methods like peer evaluation

C. Participation consists of two parts:

(1) classroom participation

(2) completion of e-worksheets called Classiels

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, will receive feedback in a prompt and informative manner with reference to the Intended Learning Outcomes during or after the learning activity.

Tools used for formative assessment and learning activity implemented in this course are:

Classroom tasks: Oral or written feedback for the tasks performed in groups or individually during each class session is given to students/groups.

Complementary exercises/ Reading challenge: Exercises to learn vocabulary, grammar, pronunciation or to improve listening/ reading comprehension and speaking and writing skills are completed by students as homework. Oral feedback and written corrections are given in class or through another channel such as NTUlearn.

Written assessment feedback: Individual written feedback/comments regarding vocabulary, grammar, content, listening, writing reading skills will be given to each student for each written assessment.

Oral assessment feedback: Individual /group written feedback/comments regarding pronunciation, fluency, grammar, vocabulary, content will be given to each student after each oral assessment.

Discussion board/chat group: the discussion board/chat group is used to develop and guide students' communication skills throughout the course. You will receive feedback on your accuracy level of coherence and cohesion using the language. It also facilitates peer /collaborative learning by allowing you to view and comment the work of others.

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
Adaptability	Intermediate
Collaboration	Intermediate
Communication	Intermediate
Developing People	Intermediate
Global Perspective	Intermediate

Course Policy

Policy (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. On the use of technological tools (such as Generative AI tools), different courses / assignments have different intended learning outcomes. Students should refer to the specific assignment instructions on their use and requirements and/or consult your instructors on how you can use these tools to help your learning. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Policy (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.

Policy (Absenteeism)

Absence from class without a valid reason will affect your participation in class, and hence your overall course grade. Valid reasons include falling sick supported by MC (Medical Certificate) and participation in NTU's approved activities supported by LOA (Letter Of Absence) from the relevant bodies. There will be no make-up opportunities for in-class activities.

You are required to submit all compulsory assignments on due dates. Please note that you will be awarded a zero grade if you do not attend any of your assessments.

In order to be eligible for a re-test you have to inform your tutor and the French language coordinator before the test date/time. Moreover, you need to email a digital copy of your supporting documents on the same day to the same people. Remember that these documents also have to be submitted to your school for evaluation. If they warrant an excused absence, you will be granted an alternative test date.

If a re-test is granted and scheduled, you have to attend the re-test on the day and time provided, otherwise you will be awarded a zero grade.

Kindly refer to CML retest policy in your coursework for students for more information regarding retest policy at CML.

Policy (Others, if applicable)

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