

3.00 credits

30.0 h

Q1 or Q2

Teacher(s)	Masuy Françoise (coordinator) ;
Language :	French
Place of the course	Louvain-la-Neuve
Prerequisites	<p>To take this course, students must have reached the level A1 of the Common European Framework of Reference for Languages. This should be attested by</p> <ul style="list-style-type: none"> • The A1 placement test organised by the ILV at the start of the four-month course OR • A recent DELF A1 certificate (maximum 1 year) OR • Previous success in LFRAN1001 or LFRAN1211 or LFRAN1201 or LFRAN1221 or • Concurrently follow the general course LFRAN1201 or LFRAN1221 at the same level.
Main themes	<p>Level A2 themes (elementary user cfr. CEFR) Basic situations and interactions in everyday life: introductions, leisure, travel, housing, health, meals, shopping.travel.</p>
Learning outcomes	<p>At the end of this learning unit, the student is able to : By the end of this course, students will be able to identify and use the following in speaking and writing:</p> <p>Verb morphology</p> <ul style="list-style-type: none"> • number and person forms of the indicative: être, avoir, aller, vouloir, pouvoir, devoir, savoir, venir, dire, faire, comprendre, connaître, verbs in -er and other very common verbs • common forms of the present imperative (persons 2 and 5) • values and main uses of the present indicative, imperative, past compound, near future and future simple tenses <p>Morphology of nouns and adjectives</p> <ul style="list-style-type: none"> • the gender of the most common nouns • gender and number marks for adjectives and nouns <p>Morphology of determiners and pronouns</p> <ul style="list-style-type: none"> • Determiners <i>le, la, l', le ; ce, cet, cette, ces ; un, une, des ; du, de la, de l', des</i> • Possessive determiners <i>mon, ton, votre, ...</i> • Tonic personal pronouns <i>moi, toi, lui, elles, eux</i> • Direct and indirect personal pronoun complements in persons 1, 2, 4, 5 <i>me, te, nous, vous</i> • The values of <i>on</i> • <i>ça, celui-ci, celle-là</i> <p>Simple sentence structures</p> <ul style="list-style-type: none"> • Questioning • Negation
Evaluation methods	<p>Certification is made up of continuous assessment and examination performance.</p> <p>Continuous assessment during the term: 50%</p> <ul style="list-style-type: none"> • Written production: 10 • Language test: 10 • Oral presentation: 10 • Formative tasks on Moodle: 10 • Attendance and active participation in class: 10 <p>Continuous assessment tasks may not be submitted (for the first time) after the deadline set by the teacher, except in the case of a medical certificate.</p> <p>Final exam: 50</p> <ul style="list-style-type: none"> • Written exam only <p>Absence (justified or not) from the examination (or any part thereof) will result in a final mark of absence.</p>

Teaching methods	<p>This course adopts an active learning pedagogy: in a dynamic set of practices, students will develop their knowledge and skills by interacting with a contextualized grammar, while taking an analytical and reflective look at it. Students have the opportunity to make choices and express themselves in activities. These activities are varied: drawing, diagramming, acting, manipulating, summarizing, playing, imagining, self-assessment, teaching. They enable progress to be made (badges). They take place in a climate of cooperation and encourage learning. Students also have the opportunity to seek out and suggest different sources and learning aids.</p> <p>Class work is divided into three phases:</p> <ol style="list-style-type: none"> 1. revision (presentation and exercises/games) prepared by the student. 2. discovery of new content and reinvestment in written and/or oral productions based on documents. 3. recapitulation/summary of new knowledge by the student, using multiple intelligences, games, songs, mind maps, etc. <p>The course takes place face-to-face, but some sessions could take place on Teams if distance learning offers added pedagogical value.</p>
Content	<p>This course is designed to reinforce grammatical knowledge and skills at A2 level. It is divided into several thematic units.</p> <p>Each session begins with the discovery of a corpus of grammatical forms. This is followed by a variety of tasks involving comprehension, analysis and appropriation of the targeted grammatical objective. The resulting reservoir of structures is used to (inter)act in French, with the aim of achieving a specific task.</p>
Inline resources	<p>https://moodle.uclouvain.be</p>
Bibliography	<ul style="list-style-type: none"> • Abry D. & Chalaron M.-L. (). <i>La grammaire des tout premiers temps</i>. Presses universitaires de Grenoble. • Bérard E. & Lavenne C. (1991). <i>Grammaire utile du français</i>. Hatier/Didier. • Capelle G. & Grellet F. (1991). <i>C'est facile à dire ! Recueil d'exercices de grammaire et d'actes de parole</i>. Hatier/Didier. • Conseil de l'Europe (2008). <i>Niveau A2 pour le français. Un référentiel</i>, Didier. • De Clercq M. (dir). (2020). <i>Oser la pédagogie active</i>. Presses universitaires de Louvain. • Dupré Latour S. & de Salins G.-D. (1991). <i>Premiers exercices de grammaire</i>. Hatier/Didier. • Grand-Clément O. (2016). <i>Grammaire en dialogues. Niveau débutant A1</i>. CLE International. • Grégoire M. (2010). <i>Grammaire progressive du français. Niveau débutant</i>. CLE International. • Lafon M. & Zeggagh-Wuyts F. (2010). <i>Grammaire en action. Débutant</i>. CLE International. • Miquel C. (2018). <i>Grammaire en dialogues. Niveau débutant A1-A2</i>. CLE International. • Petitmengin V. & Fafa C. (2017). <i>La grammaire en jeux</i>. Presses universitaires de Grenoble.
Other infos	<ul style="list-style-type: none"> • Mandatory class attendance (75% min.) • Active participation in class.
Faculty or entity in charge	<p>ILV</p>