

Teacher(s)	Briet Geneviève (coordinator) ;
Language :	French
Place of the course	Louvain-la-Neuve
Prerequisites	To follow this course, students must have reached level A1 of the Council of Europe's Common European Framework of Reference for Languages, as attested by : • the A1 placement test organized by ILV at the beginning of the term • OR a recent DELF A1 certificate (maximum 1 year and successful completion of all 4 skills) • OR successful completion of course LFRAN1001 with minimum 12/20 or LFRAN1211 or LFRAN1221 • OR take the general course LFRAN1201 or LFRAN1211 or LFRAN1221 at the same time
Main themes	Level A2 themes (elementary user cfr. CEFR) Basic situations and interactions in everyday life: introductions, leisure, travel, housing, health, meals, shopping, travel.
Learning outcomes	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: Verb morphology • 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 Morphology of nouns and adjectives • the gender of the most common nouns • gender and number marks for adjectives and nouns Morphology of determiners and pronouns • 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> Simple sentence structures • Questioning • Negation
Evaluation methods	Certification is made up of continuous assessment and examination performance. Continuous assessment during the term: 50% • Written production: 10 • Language test: 10 • Completing challenges in or outside of class: 10% > défis # 1 à 10 • A dialogue imagined by oneself and acted out: 10 • Punctual attendance at classes (minimum 80% attendance), exercises and formative tests on Moodle 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. Final exam: 50 • Written exam only Absence (justified or not) from the examination (or any part thereof) will result in a final mark of absence.

Teaching methods	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. Class work is divided into three phases: 1. revision (presentation and exercises/games). 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 games, songs, mind maps, etc. The course takes place face-to-face, but some sessions could take place on Teams if distance learning offers added pedagogical value.
Content	This course is designed to reinforce grammatical knowledge and skills at A2 level. It is divided into several thematic units. 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 (oral or written) task.
Inline resources	https://moodle.uclouvain.be
Bibliography	• Abry D. & Chalaron M.-L.(). <i>La grammaire des tout premiers temps</i> . Presses universitaires de Grenoble. • Bérard E. & Lavenne C. (1991). <i>G rammaire 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 g rammaire</i> . Hatier/Didier. • Grand-Clément O. (2016). <i>Grammaire en dialogues</i> . Niveau débutant A1. CLE International. • Grégoire M. (2010). <i>Grammaire progressive du français</i> . Niveau débutant . CLE International. • Lafon M. & Zeggagh-Wuyts F. (2010). <i>Grammaire en action</i> . Débutant. CLE International. • Miquel C. (2018). <i>Grammaire en dialogues</i> . Niveau débutant A1-A2. CLE International. • Petitmengin V. & Fafa C. (2017). <i>La grammaire en jeux</i> . Presses universitaires de Grenoble. • Silva H. (2020). <i>Bien joué ! Apprentissage illimité</i>. • apprendre.tv5monde.com
Other infos	• Mandatory class attendance (80% min.) • Active participation in class.
Faculty or entity in charge	ILV