

3.00 credits

30.0 h

Q1 or Q2

Teacher(s)	Renard Christine (coordinator) ;Verhulst Nancy (coordinator) ;
Language :	French
Place of the course	Louvain-la-Neuve
Prerequisites	To follow this course, students must have reached level A2.2 of the Council of Europe's Common European Framework of Reference for Languages, as attested by : • the A2 placement test organized by ILV at the beginning of the term • OR a recent DELF A2 certificate (maximum 1 year and successful completion of all 4 skills) • OR successful completion of course LFRAN1201 with minimum 12/20 or LFRAN1311 or LFRAN1321 • OR take the general course LFRAN1301 or LFRAN1311 or LFRAN1321 at the same time
Main themes	Themes of level B1 (independent user, threshold level, cf. CEFR): to be able to stay in a French-speaking country. The B1 learner can express his/her feelings (hope, aim) and can have an intellectual exchange (reasons, explanations) on everyday, abstract or cultural topics.
Learning outcomes	At the end of this learning unit, the student is able to : Grammar • Agreement of adjectives with nouns (gender and number, regularities) • Complementary pronouns COD and COI, • en" and "y" pronouns • Relative pronouns • The time indicators "il y a", "depuis", "pendant". • Agreement of past participles with "avoir" and "être" Conjugation and use • present, compound past, imperfect • passé composé, imparfait • present subjunctive Spelling • French accents: é, è, ê. • Spelling/phonics combinations, • Homophones, e.g. ses/ces, c'est/s'est, ...
Evaluation methods	Certification is made up of continuous assessment on the one hand, and an examination performance in session on the other. Continuous assessment during the term: 50 % • Written work: 10 • Language tests and dictations: 10 • Oral presentations: 10 • Formative tasks on Moodle: 10 • Attendance and active participation in class: 10 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 (with or without justification) from the examination (or any part thereof) will result in a final mark of absence.

Teaching methods	The teacher provides the tools and involves the student in reflection and creativity so that he or she can conceptualise spelling as a system and propose classifications, written justifications and oral interactions. This is why the course is structured in different phases: discovery, in-depth study, automation, clarification, summary and presentation. Class work is divided into three phases 1. Revision (presentation and exercises/games) prepared by the student. 2. Discovery of new content and reinvestment, starting with comprehension documents and moving on to written and/or oral production. 3. Recapitulation/summary of new knowledge by the student, using multiple intelligences, games, songs, slogans, mind maps, etc. The course takes place face-to-face, but some sessions could take place in teams if distance learning offers added pedagogical value.
Content	The design and aim of this course is to reinforce students' knowledge of grammar at B1 level. Through activities offered in class or online, students are encouraged to act and use different strategies of research, induction or deduction, justification and explanation to understand how grammar, verb tenses and spelling work. Using a corpus as a starting point, the students, like detectives of the French language, must undertake grammatical missions to be carried out collectively and collaboratively. The aim is to understand the meaning of a grammatical rule through the involvement of the learner-subject, supported by the group. Students are invited to acquire, apply, summarise, demonstrate and explain grammatical rules in a fun and varied way, using mind maps, games, sketches and multiple intelligences, while collaborating with other students.
Inline resources	https://moodle.uclouvain.be
Bibliography	• Orthographe progressive du français, niveau intermédiaire, I. Chollet, J-M. Robert, (2e Éd.), mai 2013, CLE International. • FLE Orthographe, niveau intermédiaire, N. Borelli, A. Borelli, novembre 2014, Ellipses (FLE). • Un projet pour enseigner intelligemment l'orthographe, F. Drouard, 2009, Guide de poche de l'enseignant, Ed. Delagrave. • Enseigner l'orthographe autrement, sortir des idées reçues et comprendre comment ça marche, E. Charmeux, mai 2013, Chronique sociale (Pédagogie/Formation).
Other infos	• Mandatory class attendance (75% min.) • Active participation in class.
Faculty or entity in charge	ILV