

Holy Cross College (Autonomous), Nagercoil
Accredited with A⁺⁺ by NAAC - V Cycle (CGPA 3.53)
Nagercoil, Kanyakumari District, Tamil Nadu.
Affiliated to Manonmaniam Sundaranar University, Tirunelveli



Department of French



TEACHING PLAN (UG)
ODD SEMESTER
2025-2026

Vision

Creating an academic world to motivate students to enhance global career options, through additional language learning by syncing the goals of the department with those of the institution.

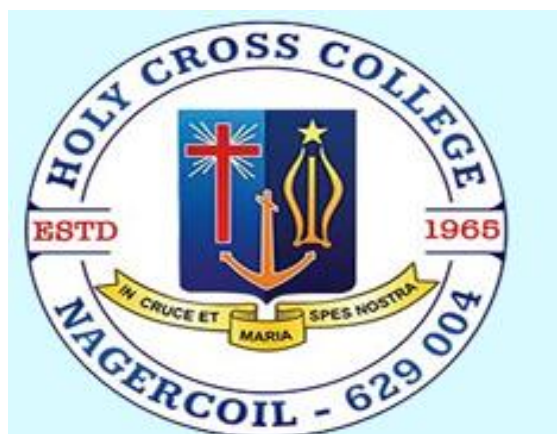
Mission

Creating a campus atmosphere that draws students towards French. Introducing the rudiments of French language and literature to facilitate employment oriented.

Programme Specific Outcomes (PSOs)

PSOs	Upon completion of Part I - French the graduates will be able to:
PSO1	write simple sentences in French
PSO2	apply different grammatical rules to their reading and writing assignments
PSO3	identify the different past tenses
PSO4	read, understand, write and speak in simple French
PSO5	translate simple sentences related to the given themes

HOLY CROSS COLLEGE (AUTONOMOUS)
(Affiliated to M.S. University, Tirunelveli)
Accredited with A++ Grade (CGPA 3.53 – V Cycle) by
NAAC
ISO 9001: 2015 Certified Institution
Nagercoil - 629 004, Tamil Nadu, India



DEPARTMENT Of FRENCH
TEACHING PLAN
(2025 - 2026)



I & III SEMESTER

SEMESTER I Teaching Plan

Department : French
Class :
Title of the Course : Foundation Course: Paper I
Semester : I
Course Code : FU231FL1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FLU231FL1	4	1	-	1	3	4	60	25	75	100

Objectives

- To initiate a beginner to the Francophone World
- To train them to make their maiden efforts in spoken and written French

CO	Course Outcomes	Cognitive level
CO1	Identify the basic French sentence structure	K1
CO2	Define and describe the various grammatical tenses and use them to communicate in French	K2
CO3	Examine the various documents presented and discuss and reply to the questions asked on it	K2 and K3
CO4	Analyze and interpret expressions used to convey the cause, the effect, the purpose, and the opposition in French	K4
CO5	Evaluate the grammatical nature present in passages	K5

Teaching Plan – Semester I – French - I (Part I Foundation Course)

Teaching Plan (Total Contact hours 90 – including Lectures, Assignments and tests)

Applicable for: B.A., B.Sc., B.Com.

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level (Bloom's Taxonomy)	Pedagogy	Student-Centric Method	E-Resources	Assessment & Evaluation Method
I	1	L'alphabet, Pronoms sujets, Avoir/Être	3	1	K1 - Remember	Flipped Classroom + Visual Aids	Think-pair-share Participative method	www.francaisfacile.com YouTube: Alphabet songs and pronunciation tutorials for beginners.	Oral drill, Worksheet,
I	2	ER verbs, ger/cer/yer	3		K2 - Understand	Active Learning + Charts	Grammar games, peer discussion Experiential	www.leconjugueur.lfigaro.fr Learning Apps: Interactive verb conjugation activities (avoir, être, -er verbs)	Verb conjugation test
I	3	Nouns & Articles	3	1	K1, K2	Visual Aids	Interactive flashcards, problem-solving activity Problem Solving	Bonjour de France, Quizlet Flashcards for French articles, subject pronouns, and vocabulary	Fill-in-the-blanks, pair correction
I	4	Negation, Numbers, Days & Months	3		K2 - Understand	Game-based Learning	Listening-based group MCQ Participative	www.learnfrenchwithalexa.com	Listening & MCQ
I	5	Possessive adjectives &	3	1	K3 - Apply	Collaborative Learning	Grammar mind map	www.podcastfrancaisfacile.com Jam board / Miro: Use for spelling	Short written task,

		Reflexive verbs					on Jamboard Experiential	games and building grammar mind maps	group activity
II	1	Greetings, Meeting, Excusing	3	1	K1, K2	Role Play + Gamification	Word wall activities Participative	www.francaisfacile.com Word wall: Matching and sorting exercises for greetings, tu/vous, and polite expressions	Group dialogue
II	2	Understanding & Responding	3		K2, K3	Inquiry-Based Learning	Ed puzzle video analysis	Bonjour de France Ed puzzle: Videos on classroom commands with embedded comprehension questions	Oral interaction Translation
II	3	Alphabet, Classroom commands	3	1	K2 - Understand	Peer Teaching	Listening task in pairs Experiential	www.learnfrenchwithalexa.com	Listening task
II	4	Numbers 0–10, Nationalities	3		K2 - Understand	Gamification	Kahoot quizzes Participative	www.podcastfrancaisfacile.com Kahoot: Live quizzes on classroom vocabulary, days of the week, and numbers	Number dictation, Comprehension quiz
II	5	Gender, Tu/vous usage	3	1	K3 - Apply	Simulation	Civilization MCQ role-play Experiential	www.francaisfacile.com	MCQ-Civilization CIA I
III	1	Asking & Introducing people	3	1	K1, K2	Project-Based Learning	Canva ID card creation Participative	Bonjour de France Canva: Design digital ID cards (Name, nationality, profession)	Mock intro dialogue Presentez-vous
III	2	Blog self-introduction	3		K3 - Apply	Reflective Pedagogy	Blog writing on Padlet	www.learnfrenchwithalexa.com Padlet: Share personal introductions in	Written blog entry Translation,

							Experiential	blog format on a class board	communication drill
III	3	Negation, C'est / Il est	3	1	K2 - Understand	Game-based Learning Problem Solving	Grammar board games Participative	www.leconjugueur.lefigaro.fr	Negation exercise, Worksheet
III	4	Interrogation, Professions	3		K3 - Apply	Problem-Based Learning	Flipgrid intro videos Participative	www.francaisfacile.com Flipgrid: Record self-introductions using je suis, j'ai, and possessive adjectives	Oral task, Q&A assessment Comprehension, grammar exercise
III	5	Numbers 11–69, Oui/Non/Si	3	1	K1 - Remember	Collaborative Learning	Oral quiz and group review Experiential	www.podcastfrancaisfacile.com	Oral, MCQ-Civilization
I V	1	Likes/Dislikes, Hobbies	3	1	K2 - Understand	Mind Mapping + Project Method	Story creation on Story Bird Participative	Bonjour de France Story Bird: Create digital mini-stories showing preferences and weekend projects	Expression chart, Translation task
I V	2	Phone message, Weekend plans	3		K3 - Apply	Listening & Reflective Method	Thing Link annotations Experiential	www.learnfrenchwithalexa.com Thing Link: Interactive pictures (sports, hobbies) with student annotations	Audio comprehension. communication drill
I V	3	Verbs – ER, être, avoir, aller	3	1	K1, K2	Blended Learning	Grammar games via Quizizz Problem Solving	Quizizz: Grammar games to practice faire du/de la, aller, futur proche	Verb tense test
I V	4	Future proche, Indicative	3		K3 - Apply	Timeline-based	Planning future	www.francaisfacile.com	Future plan activity,

		rs of time				instruct ion	writin g Partici pative		Presentati on
I V	5	Sports vocabul ary, On = nous	3	1	K2 - Under stand	Simulat ion + Role Play	Sports dialog ue task Experi ential	www.podcastfrancaisfacile.com	Sports dialogue MCQ- Civilizati on(open book test)
V	1	Request ing politely	3	1	K3 - Apply	Scenari o-based learnin g	Role-play on reques ts Partici pative	Bonjour de France BBC Bitesize French: Beginner resources for using pouvoir, vouloir, passé composé	Request-response roleplay Translati on, Compreh ension
V	2	Past events, Service requests	3		K3 - Apply	Story reconstr uction	Postcar d writin g Experi ential	www.learnfrenchwithalexa.com	Narrative writing, Presentati on Post, card preparati on,
V	3	Passé compos é basics	3	1	K2 - Under stand	Visual-based pedago gy	Googl e Forms quizzes Proble m Solvin g	www.leconjugueur.lefigaro.fr Google Forms: Quizzes on passé composé, polite request structures	Quiz, communi cation drill
V	4	Pronoun s after preposit ions	3		K2 - Under stand	Peer Teachin g	Senten ce buildin g Partici pative	www.francaisfacile.com	MCQ- Civilizati on
V	5	Vocabul ary: pouvoir, vouloir, etc.	3	1	K3 - Apply	Role play + Reflecti ve	Audac ity recordi ngs Experi ential	www.podcastfrancaisfacile.com Audacity: Record past event stories and polite requests to improve oral skills	CIA-II MCQ/Sh ort test CIA-II

Skill Development:

Unit 1 : L'introduction à la langue Française:

Conjugation battleship: Create a grid with different subject pronouns and verbs. Students take turns conjugating the verb correctly for the given subject pronoun and marking their opponent's grid.

Noun gender charades: Write masculine and feminine nouns on small cards. One student picks a card and acts out the noun without speaking, while the other students guess the gender and the noun.

Number bingo: Create bingo cards with random numbers in French. Call out the numbers in French, and students mark the corresponding numbers on their cards.

Days of the week song: Teach students a catchy song that helps them memorise the days of the week in French.

Family tree: Have students create a family tree diagram and label the relationships using possessive adjectives (e.g., mon père, ma sœur, etc.).

SALUT!

1. Conduct a “ meet and greet” Activity where students walk around the classroom and engage in conversations with their classmates, practicing greeting , introduction and apologies.
2. Alphabet game
3. A) gender categorization
B) Number dictation

Listening and Speaking Activities: Incorporate listening comprehension activities that involve audio recordings or videos of native speakers using greetings, making contact, self-introduction, and apologising. Encourage students to listen actively and mimic the pronunciation and intonation. Provide opportunities for pair or group discussions where students can practise using the targeted communication objectives

Oral Assessments: Conduct individual or group oral assessments where students demonstrate their ability to understand and respond to greetings, introductions, apologies, and instructions. Assess their pronunciation, fluency, and accuracy in using the appropriate expressions and phrases.

Unit II: ENCHANTÉ!

1. Pair interviews
2. Filling out bank check

3. Preparing short message and reminders
4. Create a survey or interview for the classmates
5. Cultural Comparisons:

Unit III:J'ADORE

1. Picture based story telling
2. E- mail writing
3. Role play
4. Dialogue creation

Unit IV:TU VEUX BIEN?

1. Preparation of Invitation/reply / refuse/to invitation
2. Calander Activity
3. Preparation of clock
4. Telephonic conversation
5. Making an appointment over phone

Unit V:ON SE VOIT QUAND?

1. _Seasonal events
2. Conversation games
3. Dictation
4. quiz

Course Focussing on Cross Cutting Issues:

Title of the Course : Foundation Course: Paper I

Semester : I

Course Code : FU231FL1

Human Values:

Discuss the importance of effective communication in building positive relationships
Emphasise the values of respect, patience, attentiveness, and cooperation.

Encourage students to celebrate diversity and multiculturalism in different languages and cultures.

Gender Equity:

Promote gender-inclusive language and greetings

Encourage students to avoid gender-based assumptions or stereotypes when interacting with others.

Discuss the importance of equal opportunities for self-expression and respectful communication, regardless of gender.

Professional Ethics:

Discuss the importance of maintaining professional boundaries and treating others with respect and professionalism.

Discuss the ethical considerations of sincere apologies and accepting responsibility for one's actions.

Explore professional communication norms, such as using appropriate language, maintaining eye contact, and demonstrating active listening skills.

Activities related to Cross Cutting Issues :

Role Play

Divide students into pairs or small groups.

Assign each group a specific greeting scenario (e.g., meeting friends, greeting a teacher, meeting a new colleague).

Instruct students to role-play the greetings while emphasising respect, kindness, and inclusivity.

After the role-play, facilitate a discussion about the importance of positive and respectful greetings in building relationships and promoting inclusivity

Cultural Exchange

Assign each student a different culture or country.

Instruct students to research and prepare a short presentation on the greetings, introductions, and apologies commonly used in that culture.

Have students present their findings to the class, discussing cultural differences, similarities, and the importance of adapting to different customs.

Facilitate a class discussion on how understanding and respecting cultural norms contribute to effective communication and building relationships

Language Context Analysis

Provide students with written dialogues or scenarios where the choice between "tu" and "vous" is relevant (e.g., a customer interacting with a salesperson, a student speaking with a professor).

In pairs or small groups, have students analyse the context of each dialogue and discuss which form of address (tu or vous) would be appropriate.

Encourage students to reflect on the importance of using respectful and inclusive language, considering factors such as age, social status, and professional settings.

Assignment:

Preparing invitation card

QUESTION PAPER MODEL Sample questions

(Semester 1)

Associez un élément K1

Exemple : *1d F*

1. SNCF - 2. CHRU - 3. TGV - 4. BD - 5. ONU - 6. CIC

a. Organisation des Nations unies - b. Credit industriel et commercial - c. Train a grande vitesse -

d. Société nationale des chemins de fer - e. Centre hospitalier regional universitaire -

f. Bande dessinee

Completez.= K2

quatre + cinq = , *J*

huit - deux =

sept - quatre =

deux + quatre =

Traduisez en anglais K3

ISABELLE TIVAUT. - Bonjour, bienvenue aux editions Pixma. Isabelle Tivaut, je suis la directrice. Je vous presente Christian Rigon, directeur du fran ais. Void Fabienne, editrice,et la, c'est Philippe; il est directeur de l'international. Merci beaucoup de travailler dans vos pays pour les editions Pix.ma.Vous pouvez vous presenter, s'il vous plait ? Oui, commencez, Barbara, d'accord

Choisissez le verbe qui convient. K1

1. Fabienne est fran aise. Elle (vient / habite) a Paris.
2. Frederic n'est pas suisse, ii (vient / travaille) a Genève.
3. Blandine (travaille / vient) de Mexico.

4. Barbara (travaill e / vient) de Varsovie.

Lisez et répondez : vrai, ou faux ou on ne sait pas. K1

- I. Le père d'Aiko s'appelle Yume.
1. Yume est pilote chez Air France.
2. La mère d'Aiko est informaticienne.
3. Le père d'Aiko est jap
4. Le père d'Aiko parle japonais.

Conjuguez les verbes au présent. K3

1. On (diner) ensemble ce soir ? Tu (etre) libre ?
2. On (avoir) un nouveau professeur de frarn,ais.
3. Vous (aimer) le tennis? alors, on (jouer) ?
4. Demain, on (aller) au chateau de Versailles !
5. Et oui, en avril, on (demenager) a Grenoble.



J. ANBU HANNAH DORA M.A. M.Phil
Associate Professor and Head
Department of French
Holy Cross College
Nagercoil

SEMESTER III

Teaching Plan 2024

Department : French

Class : B.A, B.SC; B.COM

Title of the Course : TRANSLATION, COMPREHENSION AND GRAMMAR-I

Semester : III

Course Code : FU233FL1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FU233FL1	4	1	-	1	3	6	90	25	75	100

Course outcome

CO No.	Upon completion of the course, the students will be able to	Cognitive level
CO -1	Appreciate The Essence of Literary Texts	K1
CO-2	Translate Simple Texts	K2
CO-3	Develop A Solid Foundation In Basic Grammatical Structures Of The French Language, Enhancing Communication Skills And Language Proficiency	K3
CO-4	Interpret The Humanistic Values and Gender Consciousness Embedded Within Literary Texts and Apply Them To Personal Growth And Self-Reflection	K4
CO-5	Explore Literature from Different Cultures and Historical Periods By Promoting Cross-Cultural Understanding	K5

Teaching Plan – Semester III

Teaching Plan (Total Contact hours 90 – including Lectures, Assignments and tests)

Course Title: Translation, Comprehension and Grammar-I

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student - Centric Method	E-Resources	Assessment & Evaluation Method
I	1	Nos études – Agota Kristof (Reading & Analysis)	5	1	K1, K2	Literary Discussion + Reflective Pedagogy Flipped classroom	reflection story Participative Translation	YouTube video, PPT, https://youtu.be/vdI4EwrT8L8?si=kjJfYnuofXiEZjGr E- CONTENT	Short answers, Paragraph writing, Translation Dictation
I	2	Présent des verbes «avoir» et «être»	3		K1, K3	Brainstorming Grammar Drill + Active Learning	Experiential	https://leconjugueur.lefigaro.fr https://www.laits.utexas.edu/fi GOOGLE CLASS ROOM	Worksheet, Online quiz Homework
I	3	Présent des verbes -er / -ir	4	1	K3	Interactive Board + Gamification	Drag-and-drop, group practice Problem-solving	https://www.bonjourdefrance.com https://www.laits.utexas.edu/fi	Written exercise, Conjugation drill
I	4	Sentence framing using present tense	3	1	K3, K4	Peer Teaching + Guided Practice	Peer evaluation, quiz Participative	https://www.french-games.net https://youtu.be/oidjVZkA_T0	Quiz, Reading Homework
II	1	Les feuilles mortes –	4	1	K2, K4	Close Reading + Experiential	Cloze activity, interactive	https://www.poetica.fr https://youtu.be/DRtQhsvJ2o4 E- CONTENT	Paragraph analysis Dictation

		Anatole France				Learning	ive Q&A Experiential Translation		on Translation
II	2	Passé composé avec avoir / être	4	1	K3	Problem-Based Learning	Kahoot grammar test Problem-solving	https://leconjugueur.lefigaro.fr https://www.francaisfacile.com	Conjugation test Homework
II	3	Verbes pronominaux	4		K3	Hands-on board activity + Experiential	Sentence making, slides Experiential	https://www.tv5monde.com https://youtu.be/oThKeHZYeqE	Class exercise Brainstorming
II	4	Past tense narration practice	3	1	K3, K5	Storytelling + Role Play Brains training	Canva poster, open book test Participative	https://learnfrenchwithalex.com GOOGLE CLASS ROOM	Comprehension test open book test
II I	1	Demain dès l'aube – Victor Hugo	4	1	K1, K2	Poetry Recitation + Active Analysis	Poem analysis Participative Translation	https://www.poetryfoundation.org https://youtu.be/cuHR11tY3E?si=5awaoMsyLAUyiKV6 E- CONTENT	Recitation, MCQs, Paragraph writing Dictation
II I	2	Futur simple	4	1	K3	Visual Aid + Experiential	Word wall, tense wheels Experiential	https://www.frenchspanishonline.com https://youtu.be/MhYUvd8mS3g	Online test Brainstorming Assignments
II I	3	Imparfait	4	1	K3	Drill Sheets + Problem Solving Brains training	Written practice Problem-solving	https://leconjugueur.lefigaro.fr	Worksheet Homework
II I	4	Compare past vs	3		K4	Timeline Method	Matching	https://www.laits.utexas.edu/fi	Conjugation

		future tenses				d + Experiential	games, CIA Experientia	GOOGLE CLASS ROOM	drill, CIA-1
I V	1	Estula – Auteur anonyme	4	1	K2, K4	Reading Circle + Peer Discussion	Comprehension, peer summary Participative	https://www.contes-de-france.com E- CONTENT	Paragraph writing, Translation Dictation
I V	2	Pronoms relatifs	4	1	K3, K4	Puzzles + Visual Aids Brains storming	Interactive Nearpod Problem-solving	https://leconjugueur.lefigaro.fr https://youtu.be/yaTcTgr3jy0	Fill-in-blanks, MCQ presentations by Students
I V	3	Conditionnel présent	4	1	K3, K5	Hypothetical Practice + Experiential	Educational Play Experiential	https://learnfrenchwithalex.com GOOGLE CLASS ROOM	Worksheet Brainstorming Homework
I V	4	Creative sentence construction	3		K6	Scenario-based learning + Collaborative	Padlet, Voice thread Participative	https://www.francaisfacile.com	Comprehension, Oral practice Note writing
V	1	La tortue et le chien – Paul Arine	4	1	K1, K2	Storytelling + Digital Story Tools	Storybird creation Experiential Translation	https://www.bnf.fr https://www.youtube.com/shorts/q74XXc4eqG0 E- CONTENT	Translation, Paragraph writing Dictation
V	2	La comparaison	4	1	K3	Comparison Charts + Gamification	Match column Problem-solving	https://www.bonjourdefrance.com https://youtu.be/Aw_8jqRR8s0	Comprehension test Match columns Homework
V	3	Préparer un repas –	4		K2, K3	Role Play + Cooking	Annotated recipe visuals	https://www.french-games.net	Vocabulary test

		vocabulaire				Vocabulary Brains training	Problem-solving		Meal preparation
V	4	Meal planning in French (Autonomous)	3	1	K5, K6	Independent Project + Experiential	Digital recipe cards on Canva Experiential	https://www.laits.utexas.edu/fi GOOGLE CLASS ROOM	Oral /written presentation CIA -II

1. Skill Development:

Title of the Course :TRANSLATION, COMPREHENSION AND GRAMMAR-

ISemester :III

Course Code :FU233FL1

SKILLS ACQUIRED:

All the units focus on skill development

Activities for skill development

UNIT 1

1. Thematic Debate:

- **Objective:** Develop argumentation and public speaking skills.
- **Activity:** Divide the class into two groups for a debate on one of the central themes of "Nos études" (e.g., identity, trauma, resilience). Each group prepares arguments supporting their stance and engages in a structured debate.
- **Skills Developed:** Critical thinking, argumentation, public speaking.

2. Vocabulary Builder:

- **Objective:** Expand vocabulary and enhance language skills.
- **Activity:** Create a list of challenging words from "Nos études." Students create flashcards with definitions, sentences using the

words, and synonyms. They can quiz each other in pairs or small groups.

- **Skills Developed:** Vocabulary acquisition, language skills, peer teaching

3. Character Analysis Chart:

- **Objective:** Deepen understanding of character development and motivations.
- **Activity:** Create a chart for the main characters, including sections for their traits, motivations, relationships, and development throughout the story. Students can fill in the chart as they read.
- **Skills Developed:** Analytical thinking, comprehension, organizational skills.

GRAMMAIRE

1. Le présent des verbes "avoir" et "être" (rappel du présent):

- **Skills Developed:** Verb conjugation, comprehension, oral communication.
- **Activity:** Role-play where students act out daily routines using "avoir" and "être."

2. Le présent des verbes en -er / -ir:

- **Skills Developed:** Verb conjugation, sentence formation, vocabulary acquisition.
- **Activity:** Interactive online exercises where students practice conjugating -er and -ir verbs in different contexts.

UNIT 2

Skill Development Areas

- 1. Critical Thinking**
- 2. Creative Writing**
- 3. Collaboration and Teamwork**
- 4. Empathy and Perspective-Taking**
- 5. Cultural and Historical Understanding**
- 6. Environmental Awareness**

Activities for Skill Development

1. Critical Thinking: Socratic Seminar

- **Objective:** Develop critical thinking and discussion skills.
- **Activity:** Conduct a Socratic seminar where students discuss questions such as: "What does the story suggest about the value of work?" "How do the children's attitudes towards work differ from modern views?" "What role does nature play in the story?"
- **Skills Developed:** Critical thinking, discussion, reasoning, active listening.

2. Creative Writing: Diary Entry

- **Activity:** Ask students to write a diary entry from the perspective of one of the children in the story. They should describe their day gathering leaves, their thoughts and feelings, and their anticipation of the soup awaiting them at home.

Skills Developed: Creative writing, empathy, perspective-taking, descriptive language

GRAMMAIRE

A. Le passé composé avec avoir/être:

Pedagogy: Flipped Classroom Approach

Activity: Assign students to watch a pre-recorded video or read a text explaining the formation and usage of the passé composé with auxiliary verbs "avoir" and "être."

B. Le passé composé avec avoir/être:

- **Skills Developed:** Verb conjugation, sentence structure, past tense usage.
- **Activity:** Writing activity where students compose a short narrative using passé composé with avoir/être.

2. Les verbes pronominaux:

- **Skills Developed:** Reflexive verb usage, comprehension, oral proficiency.

Activity: Pair work where students interview each other about their daily routines using reflexive verbs

UNIT 3

- 1. Critical Thinking and Analytical Skills**
- 2. Emotional Intelligence and Empathy**
- 3. Creative Writing and Expression**
- 4. Visual Arts and Interpretation**
- 5. Oral Communication and Presentation Skills**

1. Oral Communication and Presentation Skills: Poem Recitation and Analysis

1. **Activity:** Organize a poem recitation event where students recite "Demain dès l'aube..." from memory. After the recitation, each student presents a brief analysis of a chosen stanza, discussing its meaning and emotional impact.
2. **Skills Developed:** Oral communication, memorization, literary analysis.

2. Activity: Analytical and Reflective Journal

Objective: Develop critical thinking and emotional intelligence through analysis and personal reflection.

Steps:

1. **Introduction:** Introduce the poem and its background, focusing on Victor Hugo's emotional state and the circumstances of his daughter's death.
2. **First Reading:** Have students read the poem silently, followed by a group reading aloud. Discuss initial impressions and emotions evoked by the poem.
3. **Detailed Analysis:** Break down the poem stanza by stanza. Students annotate the text, noting literary devices, imagery, and emotional tone.
4. **Personal Reflection:** In their journals, students write a reflection on how the poem relates to their own experiences with loss or longing. They can also reflect on how Hugo's expression of grief compares to their own ways of coping with similar emotions.

Skills Developed: Critical thinking, literary analysis, reflective writing, emotional intelligence, discussion skills.

GRAMMAIR

1. Le future simple:

- **Skills Developed:** Future tense conjugation, prediction, oral expression.
- **Activity:** Group discussion where students predict future scenarios using the futur simple tense.

2. L'imparfait:

- **Skills Developed:** Past tense usage, narrative writing, comprehension.
- **Activity:** Storytelling activity where students describe childhood memories using the imparfait tense\

UNIT 4

Activity: Character Analysis and Creative Rewriting

Objective: Develop critical thinking, analysis, and creativity skills through character analysis and creative rewriting of the story.

Steps:

1. Character Analysis:

- Divide students into small groups and assign each group a character from the story (e.g., the two brothers, the wealthy neighbor, the son).
- Instruct students to analyze their assigned character's actions, motivations, and moral dilemmas, using evidence from the text to support their analysis.
- Have each group present their character analysis to the class, highlighting key insights and interpretations.

2. Creative Rewriting:

- After completing the character analysis, challenge students to rewrite a key scene from the story from the perspective of a different character or to create an alternate ending.
- Encourage students to consider how changes in character perspectives or plot events can alter the story's outcome and thematic implications.
- Allow students to share their creative rewrites with their peers and discuss the differences and similarities between their versions of the story.

Skills Developed: Critical thinking, analysis, creativity, perspective-taking, ethical reflection

3. La préparation de repas

Skill Development and Activity:

1. Knife Skills Practice:

- **Activity:** Set up stations with various fruits and vegetables for students to practice different knife techniques such as chopping, dicing, mincing, and julienning.
- **Skill Development:** This activity helps students develop precision and control with knives, ensuring they can safely and efficiently prepare ingredients.

2. Meal Planning Exercise:

- **Activity:** Divide students into groups and assign each group a specific dietary requirement or restriction (e.g., vegetarian,

gluten-free, low-crab). Have them plan a complete meal including appetizer, main course, and dessert within a given budget.

- **Skill Development:** Students will enhance their meal planning, organization, and budgeting skills while considering nutritional balance and dietary preferences.

3. Culinary Research Project:

- **Activity:** Assign students to research a specific cuisine or cooking technique from a particular culture. They can prepare a presentation or demonstration showcasing the ingredients, cooking methods, and cultural significance of the chosen topic.
- **Skill Development:** This activity enhances students' research skills, cultural awareness, and appreciation for diverse culinary traditions.

GRAMMAIRE

1. Les pronoms relatifs:

- **Skills Developed:** Relative pronoun usage, sentence cohesion, reading comprehension.
- **Activity:** Reading comprehension exercise where students identify and replace relative pronouns in a text.

2. Le Conditional:

- **Skills Developed:** Conditional tense usage, hypothetical thinking, oral communication.

- **Activity:** Debate activity where students discuss hypothetical situations using the conditional tense.

UNIT 5

Activity: Character Analysis

Objective: Develop critical thinking, empathy, and communication skills through an analysis of the characters in the story.

Steps:

1. Character Analysis:

- Divide students into small groups and assign each group a character from the story (e.g., the dog, the turtle).
- Instruct students to analyze their assigned character's personality traits, motivations, and behavior throughout the story. Encourage them to use evidence from the text to support their analysis.

Skills Developed: Critical thinking, empathy, communication, perspective-taking.

GRAMMAIRE

1. La comparaison:

- **Skills Developed:** Comparative and superlative structures, critical thinking, vocabulary expansion.
- **Activity:** Group activity where students compare and contrast different objects or concepts using comparative and superlative forms

Course Focussing on Cross Cutting Issues:

Title of the Course : TRANSLATION, COMPREHENSION AND GRAMMAR-I

Semester: III

Course Code : FU233FL1

Activites

Unit 1

Human Values

1, Activity: Character Values Analysis

- **Objective:** Explore and reflect on human values depicted in the text.
- **Activity:** Students identify key values exhibited by characters in "Nos études," such as resilience, empathy, and honesty. They then write a reflective essay on how these values are portrayed and their significance to the story.
- **Skills Developed:** Analytical thinking, reflective writing, ethical reasoning.

2. Human Values Discussion Circle

- **Objective:** Facilitate a discussion on human values in the text.
- **Activity:** Organize a discussion circle where each student shares a moment in the text that they believe exemplifies a significant human value. They discuss why this moment is important and how it relates to broader human experiences.
- **Skills Developed:** Communication, ethical reasoning, empathy.

3. Reflective Journals on Human Values

- **Objective:** Reflect on personal values in relation to the text.
- **Activity:** Students keep a reflective journal where they write about how the values depicted in "Nos études" resonate with their own

lives and experiences. They can also reflect on how these values might be applied in their future careers.

- **Skills Developed:** Reflective thinking, personal engagement, ethical reasoning.

Professional Ethics

1. Activity: Ethical Dilemmas in Literature

- **Objective:** Analyze ethical dilemmas faced by characters and relate them to professional ethics.
- **Activity:** Students identify ethical dilemmas encountered by characters in "Nos études" and discuss these in small groups. They then relate these dilemmas to real-world professional ethical challenges, such as honesty in communication, responsibility, and ethical decision-making.
- **Skills Developed:** Ethical reasoning, discussion, application of ethical principles to professional contexts

2. Ethical Role-Playing

- **Objective:** Explore professional ethics through role-playing.
- **Activity:** In groups, students create role-playing scenarios based on ethical dilemmas from "Nos études." Each group presents their scenario and discusses potential resolutions, relating them to professional ethics in various fields.
- **Skills Developed:** Ethical reasoning, collaboration, problem-solving.

Gender Equity

Activity: 1. Gender Roles and Representation Analysis

- **Objective:** Analyze the portrayal of gender roles and discuss gender equity.
- **Activity:** Students examine the representation of gender roles in "Nos études." They write an analytical essay or participate in a class discussion on how gender is portrayed, challenges faced by characters based on their gender, and how these issues relate to modern discussions on gender equity.
- **Skills Developed:** Gender analysis, critical thinking, comparative analysis

2. Gender Equity Panel Discussion

- **Objective:** Analyze gender issues in the text and relate them to modern gender equity discussions.
- **Activity:** Host a panel discussion where students, acting as characters from "Nos études," discuss gender roles and equity. The rest of the class can ask questions and engage in a broader conversation about how these issues persist today.
- **Skills Developed:** Public speaking, gender analysis, critical thinking.

UNIT 2

Human Values

The story showcases values like hard work, responsibility, and the simple joys of life.

1. Human Values: Story Mapping

- **Objective:** Visualize and understand the human values in the story.

- **Activity:** Create a story map that highlights key events and the values they represent. Students can use diagrams, drawings, or digital tools to illustrate moments when the characters display diligence, cooperation, and appreciation for simple pleasures.
- **Skills Developed:** Visualization, analytical thinking, creativity.

Environmental Sustainability

The act of collecting fallen leaves can be linked to discussions on environmental sustainability and the natural cycle.

Activity:

1. A. Nature Walk and Environmental Discussion

1. **Objective:** Connect the story to concepts of environmental sustainability.
2. **Activity:** Organize a nature walk where students collect leaves and observe their natural environment. After the walk, hold a discussion on the importance of leaves in the ecosystem, composting, and how sustainable practices can be integrated into daily life.
3. **Skills Developed:** Environmental awareness, observation, discussion.

4. B. Environmental Awareness: Nature Walk and Reflection

- **Activity:** Take students on a nature walk to collect leaves, similar to the characters in the story. Afterwards, have them write a reflection on the importance of nature and sustainability, drawing parallels between their experience and the story.
- **Skills Developed:** Environmental awareness, observation, reflection, writing

2. Environmental Sustainability: Leaf Composting Project

- **Objective:** Learn about composting and sustainable practices.
- **Activity:** Start a composting project where students collect leaves and other organic materials to create compost. They document the process, observe the decomposition, and discuss the benefits of composting for the environment.
- **Skills Developed:** Environmental science, observation, hands-on learning.

Professional Ethics

The student's work ethic and the importance of contributing to their household can be linked to professional ethics such as responsibility and integrity.

1. Professional Ethics: Work Ethic Journals

- **Objective:** Reflect on personal work ethics and responsibility.
- **Activity:** Students keep a journal where they reflect on their own experiences with work and responsibility, comparing them to the children's experiences in the story. They can discuss what professional ethics mean to them and how they apply these principles in their lives.
- **Skills Developed:** Reflective writing, ethical reasoning, self-assessment.

2. Activity: Ethical Scenario Role-Play

- **Objective:** Understand and discuss professional ethics through role-playing.
- **Activity:** Present students with ethical scenarios related to work and responsibility, inspired by the story. For example, discuss what the

children might do if they had to balance their work with another important task. Students role-play these scenarios and discuss the ethical choices involved.

- **Skills Developed:** Ethical reasoning, decision-making, communication
- **Gender Equity NIL**

UNIT 3

1. Human Values: Ethical Reflection

- **Activity:** After reading the poem, facilitate a discussion on the human values depicted, such as love, loss, and devotion. Encourage students to reflect on the importance of these values in their own lives and how they shape their actions and relationships.
- **Skills Developed:** Critical thinking, ethical reflection, empathy.

2. Environmental Sustainability: Nature Connection

- **Activity:** Explore the role of nature in the poem and its impact on human emotions. Have students discuss how the poem portrays the relationship between humans and the natural world. Encourage them to consider the importance of environmental sustainability and how it relates to their own lives.
- **Skills Developed:** Environmental awareness, critical thinking, appreciation for nature.

3. Professional Ethics: Personal Integrity

- **Activity:** Discuss the concept of personal integrity and how it is reflected in the poem. Explore how the speaker's commitment to his emotional journey reflects ethical principles. Encourage

students to reflect on the importance of integrity in their personal and professional lives.

- **Skills Developed:** Ethical reflection, critical thinking, personal development

4. Gender Equity: Gender Roles Discussion

- **Activity:** While the poem does not explicitly address gender equity, students can explore the gender dynamics present in the text. Facilitate a discussion on how gender roles influence the speaker's emotions and experiences. Encourage students to consider how gender equity can be promoted in society.
- **Skills Developed:** Gender analysis, critical thinking, awareness of social issues.

UNIT 4

1.Human Values: Ethical Dilemma Analysis

- **Activity:** Present students with ethical dilemmas from the story, such as the decision to steal or deceive. Facilitate a class discussion where students consider the values and principles underlying the characters' actions. Encourage students to reflect on the importance of honesty, integrity, and empathy in ethical decision-making.
- **Skills Developed:** Ethical reasoning, critical thinking, empathy.

2. Activity: Ethical Dilemma Analysis and Discussion

Objective: Explore ethical dilemmas presented in the text and discuss their implications for human values and professional ethics.

Steps:

1. Ethical Dilemma Analysis:

- Present students with ethical dilemmas from the story, such as the decision to steal from the wealthy neighbor or deceive others using the talking dog.
- In small groups, have students analyze the dilemmas, considering the motivations of the characters, the consequences of their actions, and the values at stake.
- Encourage students to reflect on their own values and how they would approach similar dilemmas

5. Skills Developed: Ethical reasoning, critical thinking, empathy, reflection.

Professional Ethics

1. Ethical Leadership Analysis

- **Activity:** Analyze the actions of the wealthy neighbor and the consequences of his belief in the talking dog. Lead a discussion on the ethical responsibilities of leaders and the potential consequences of prioritizing material wealth over ethical behavior. Encourage students to reflect on the qualities of ethical leadership and the importance of integrity in professional contexts.
- **Skills Developed:** Ethical reasoning, analysis, leadership.

2. Gender Equity: Gender Roles Discussion

- **Activity:** Explore the gender dynamics present in the story and discuss how they influence the characters' actions and relationships. Encourage students to reflect on gender stereotypes

and biases depicted in the text. Facilitate a discussion on gender equity and the importance of challenging traditional gender roles.

- **Skills Developed:** Gender analysis, critical thinking, empathy.

UNIT 5

1. Human Values: Values Reflection

- **Activity:** Lead a discussion on the values demonstrated by the characters in the story. Ask students to identify key values such as fairness, empathy, and compassion. Encourage them to reflect on how these values contribute to positive relationships and conflict resolution.
- **Skills Developed:** Critical thinking, empathy, values clarification.

2. Activity: Values Reflection and Discussion

Objective: Engage students in a discussion on the human values demonstrated in the story and their significance.

Steps:

1. Values Identification:

- Have students read the story "La tortue et le chien" by Paul Arène.
- In small groups, ask students to identify and list the values demonstrated by the characters in the story.

2. Group Discussion:

- Facilitate a class discussion where groups share their lists of identified values.
- Encourage students to provide examples from the text to support their interpretations of the characters' actions and behaviors.

3. Values Reflection:

- Guide students in reflecting on the significance of the identified values in fostering positive relationships and resolving conflicts.
- Encourage students to consider how these values align with their own personal beliefs and experiences.

4. Application to Real Life:

- Conclude the activity with a reflection session where students discuss how the values explored in the story can be applied to real-life situations.
- Encourage students to identify opportunities for demonstrating these values in their interactions with others.

Skills Developed: Critical thinking, empathy, values clarification, reflection.

Environmental Sustainability NIL, **Professional Ethics** NIL **Gender Equity** NIL

Employability

Title of the Course : TRANSLATION, COMPREHENSION AND GRAMMAR-I

Semester : III

Course Code : FU233FL1

Activities

Unit 1

1. Critical Thinking Workshops:

- **Objective:** Enhance critical thinking and problem-solving abilities.
- **Activity:** Host workshops where students solve complex problems or case studies related to themes in "Nos études." These workshops

can include scenario-based questions that require in-depth analysis and strategic thinking.

- **Skills Developed:** Critical thinking, problem-solving, strategic planning.

GRAMMAIRE

- While the direct focus of grammar topics may not be on employability, language proficiency, including mastery of grammar, is highly valued in the job market.
- Strong language skills, including proficiency in French grammar, can significantly enhance employability in various fields such as translation, interpretation, teaching, international business, and diplomacy.
- Here's an activity for each grammar topic that can indirectly promote employability skills

1. Le présent des verbes "avoir" et "être" (rappel du présent):

- **Activity:** Mock Job Interview Preparation
 1. Students prepare for a mock job interview in French where they must accurately describe their qualifications, experiences, and skills using the present tense of "avoir" and "être."

2. Le présent des verbes en -er / -ir:

- **Activity:** Résumé Writing
- Students write a professional résumé in French, highlighting their education, work experience, and skills, incorporating -er and -ir verbs in the present tense.

UNIT 2

While "Les feuilles mortes" or "Les enfants à l'œuvre" by Anatole France may not directly address employability in a traditional sense, the text can be leveraged to develop skills that are valuable in the workplace. Employability skills such as critical thinking, teamwork, communication, time management, and problem-solving can be cultivated through the study of this text.

1. Communication Skills: Role-Playing Interviews

- **Objective:** Improve communication and interview skills.
- **Activity:** Conduct mock interviews where students role-play as characters from the story applying for a job. Another student or the teacher acts as the interviewer, asking questions about the character's experiences, skills, and values. This exercise helps students practice articulating their thoughts and experiences effectively.
- **Skills Developed:** Communication, interview skills, role-playing, self-presentation.

GRAMMAIRE

2. Le passé composé avec avoir/être:

- **Activity:** Business Email Writing
 1. Students compose a formal email in French to inquire about job opportunities or follow up on a job application, demonstrating proficiency in using passé composé with avoir/être.

3. Les verbes pronominaux:

- **Activity:** Presentation on Cultural Practices

- Students research and give a presentation on cultural practices in a Francophone country, emphasizing the use of reflexive verbs in describing daily routines and social customs.

UNIT 3

Activities for Employability Skills

1. Communication Skills: Poetry Presentation

- **Activity:** Have students prepare and deliver a presentation on the poem, focusing on its themes, imagery, and emotional impact. Encourage them to articulate their thoughts clearly and engage their audience effectively.
- **Skills Developed:** Verbal communication, presentation skills, articulation.

2. Emotional Intelligence: Reflective Journaling

Activity: Ask students to keep a reflective journal where they analyze their own emotional responses to the poem and how it relates to their personal experiences. Encourage them to consider how they can apply emotional intelligence in professional contexts

3. Activity: Employability Skills Workshop

Objective: Develop employability skills through interactive activities centered around the poem "Demain dès l'aube..."

Steps:

1. Communication Skills: Poetry Presentation

- Students prepare and deliver short presentations on the poem, focusing on different aspects such as themes, imagery, and emotions.

2. Emotional Intelligence: Reflective Journaling

- Students keep a reflective journal where they analyze their emotional responses to the poem and reflect on how they can apply emotional intelligence in professional settings.

3. Critical Thinking: Group Discussion

- Organize a group discussion where students analyze the poem's themes and literary techniques, encouraging them to think critically about its implications

GRAMMAIRE.

4. Le future simple:

- **Activity:** Project Proposal Presentation
 1. Students work in groups to develop a project proposal for a business venture or community initiative, presenting their plans using the futur simple tense to discuss future actions and outcomes.

5. L'imparfait:

- **Activity:** Case Study Analysis
 1. Students analyze case studies related to business or social issues in French-speaking regions, using the imparfait tense to describe past situations and provide background context.

UNIT 4

Employability Skill Development Activities:

1. Communication Skills: Storytelling Workshop

- **Activity:** Organize a storytelling workshop where students practice retelling the story in their own words. Emphasize the importance of clear and effective communication, storytelling techniques, and engaging an audience.

Skills Developed: Verbal communication, storytelling, audience engagement

GRAMMAIRE

1. Les pronoms relatifs:

- **Activity:** Report Writing
 - Students collaborate to research and write a report on a topic of interest, incorporating relative pronouns to link ideas and provide additional information.

2. Le Conditional:

- **Activity:** Negotiation Simulation
 - Students participate in a negotiation simulation exercise where they discuss hypothetical agreements or compromises using the conditional tense to express possibilities and concessions.

UNIT 5

Activity: Problem-Solving and Conflict Resolution

Objective: Develop problem-solving and conflict resolution skills through analysis of the conflict between the characters in the story.

Steps:

1. Identify the Conflict:

- Introduce the concept of conflict and discuss the conflict between the dog and the turtle in the story "La tortue et le chien".
- Guide students in identifying the underlying reasons for the conflict, such as competition for resources or misunderstanding.

2. Brainstorm Solutions:

- Divide students into small groups and ask them to brainstorm potential solutions to the conflict between the dog and the turtle.
- Encourage creativity and critical thinking in generating ideas for resolving the conflict.

Skills Developed: Problem-solving, critical thinking, communication, empathy, conflict resolution

3. La préparation de repas

(Meal Preparation) can indeed incorporate aspects of employability, particularly for students interested in pursuing careers in the culinary arts, hospitality industry, or food service sector. Here are some activities that can enhance employability skills:

1. Menu Planning and Costing:

- Activity: Assign students to create a menu for a restaurant or catering event, considering factors such as seasonality, dietary preferences, and cost-effectiveness. Have them calculate the cost of ingredients, estimate portion sizes, and determine menu prices.

- Employability Skill: Develops skills in menu development, cost analysis, and financial management, which are crucial for restaurant managers, chefs, and food service entrepreneurs.

2. Kitchen Management Simulation:

- Activity: Simulate a restaurant kitchen environment where students take on different roles (e.g., head chef, sous chef, line cook) and collaborate to prepare and serve meals within a specified time frame. Emphasize teamwork, communication, and efficiency.
- Employability Skill: Enhances skills in time management, multitasking, and teamwork, essential for success in fast-paced culinary environments such as restaurants and catering services.

3. Culinary Competitions:

- Activity: Organize culinary competitions or cooking challenges where students showcase their culinary skills, creativity, and teamwork. Invite industry professionals to judge and provide feedback on dishes.
- Employability Skill: Offers students opportunities to demonstrate their culinary talent, creativity, and ability to perform under pressure, which can attract the attention of potential employers and lead to job opportunities in the culinary industry.

GRAMMAIRE

3. La comparaison:

- **Activity:** Market Analysis Presentation

- Students conduct a comparative analysis of products or services in a target market and present their findings using comparative and superlative structures to highlight strengths and weaknesses.

Assignment:

1. PPT PRESENTATION ABOUT THE GRAMMAIRE RULES

Question Paper Model :

TRADUISEZ EN ANGLAISE (K2)

A. Nous nous mettons à écrire. Nous avons mettons à écrire. Nous avons deux heures pour traiter le sujet et deux feuilles de papier à notre disposition.

Au bout de deux heures nous échangeons nos feuilles, chacun de nous corrige les fautes d'orthographe de l'autre à l'aide du dictionnaire et, en bas de la page, écrit ; « Bien » , ou « Pas bien » , nous jetons la composition dans le feu et nous essayons de traiter le même sujet à la façon suivante. Si c'est « Bien » , nous pouvons recopier la composition dans le Grand Cahier.

Pour décider si c'est « Bien » ou « Pas bien » , nous avons une règle très simple : la composition doit être vraie. Nous devons décrire ce qui est, ce que nous voyons, ce que nous entendons, ce que nous faisons.

Par exemple, il est interdit d'écrire; « Grand-Mère ressemble à une sorcière. »

Il est interdit d'écrire : « La Petite Ville est belle. » , car la Petite Ville peut être belle pour nous et laide pour quelqu'un d'autre.

.

Part- B (3x10=30)

2. Lisez le texte et répondez aux questions (5x2=10 marks)(K3)

Une Promenade en Forêt

Le dimanche matin, Sophie et ses amis ont décidé de faire une promenade en forêt. Ils se sont levés tôt pour profiter de la fraîcheur du matin. La forêt était magnifique avec ses arbres majestueux et ses fleurs colorées. Ils ont entendu le chant des oiseaux et ont même aperçu un écureuil qui sautait de branche en branche.

Après une heure de marche, ils ont trouvé une petite clairière où ils se sont arrêtés pour pique-niquer. Chacun avait apporté quelque chose : du pain, du fromage, des fruits et des boissons. Pendant qu'ils mangeaient, ils ont discuté de leurs projets pour les vacances d'été.

Après le repas, ils ont continué leur promenade. Ils ont découvert un petit ruisseau où l'eau était si claire qu'on pouvait voir les poissons nager. Ils ont décidé de suivre le ruisseau qui les a menés à une belle cascade. Là, ils se sont reposés un moment, profitant du bruit apaisant de l'eau.

En fin d'après-midi, ils ont pris le chemin du retour, fatigués mais heureux de leur journée en pleine nature. Sophie a promis qu'ils reviendraient bientôt pour explorer d'autres sentiers.

Questions

1. Quel jour de la semaine Sophie et ses amis ont-ils décidé de faire une promenade en forêt ?
2. Pourquoi se sont-ils levés tôt ce jour-là ?
3. Qu'ont-ils fait après une heure de marche ?
4. Qu'ont-ils découvert après avoir suivi le ruisseau ?
5. Que ressent Sophie à la fin de la journée ?

3. Ecrivez deux paragraphes (2x5=10 marks)(K6)

1. Résumez le texte Nos études par Agota Kristof

2. Ecrivez un repas

3. Quelles émotions le poète exprime-t-il tout au long du poème *Demain
desl'aube* par Victor Hugo

4. Ecrivez un E-mail (1x10=10 marks) (K6)

1.Écrivez à une école de langues pour demander des informations sur leurs cours de français. Posez des questions sur les horaires, les niveaux disponibles et les tarifs.

2.Confirmez un rendez-vous avec un ami pour aller au cinéma. Indiquez l'heure et le lieu de rencontre, et proposez un film à voir ensemble.

3.Écrivez à votre professeur pour vous excuser de ne pas avoir pu assister à un cours. Expliquez la raison de votre absence et demandez s'il y a des devoirs ou des notes que vous pouvez rattraper.

Part C (10x5=50 marks)

1. Conjuguez les verbes entre parenthèses au présent.(K3)

Exemple : Tu **photographies** {photographier) les élèves.

- a. Les enfants (Crier) beaucoup dans la cour de récréation.
- b. J' (Étudier) la psychologie à la fac.
- c. Il (Oublier) toujours les mêmes règles de grammaire.
- d. Tu (Publier) les photos de tes amis de classe sur Instagram?
- e. Vous (Plier) votre feuille en deux, les enfants

2. Soulignez la forme correcte.(K2)

Exemple : Je **reviens**/ revenons du stade.

- a. Elles détient/ détiennent le record du monde.
- b. Vous reviens/ revenez des Jeux olympiques.
- c. Je soutiens/ soutiennent l'équipe de France.
- d. Ils vient/ viennent de l'entraînement.
- e. Je me souvenez/ souviens de la finale de la Coupe du monde.

3. Complétez avec le participe passé des verbes entre parenthèses(K3)

- a) Il nous a.....(Raconter) une histoire bizarre. Personne n'a.....(Croire) à cette histoire.
- b) Mon amie a..... (Ouvrir) une boutique de saris dans le centre-ville.
- c) Les étudiants ont. (Répondre) à toutes les questions.
- d) As-tu.....(Lire) la pièce de Jean-Paul Sartre ?
- e) Pour le mariage de ma cousine, j'ai.....(Mettre) un collier en diamant.

4. Mettez les verbes au passé composé (K3)

- a) Nous (se coucher) très tard hier soir.
- b) Ils (se promener) le long de la plage.
- c) Elle... .. (S'inscrire) au cours de français à l'université.
- d) Les pèlerins... .. (se laver) dans la rivière.
- e) Ma montre... .. (S'arrêter) depuis une semaine.

5. Complétez ces belles promesses au futur simple(K2)

1. Nous _____ (revenir), c'est promis !
2. Elle _____ (boire) moins de café et elle _____ (faire) un régime.

3. Oui, papa, je _____ (être) sage !

4. C'est promis, je vous _____ (envoyer) des photos.

5. Je te promets, je te _____ (écrire) !

6. Réécrivez ces phrases au pluriel (K3)

Exemple : Tu portais de beaux vêtements le dimanche. ☒ Vous portiez de

beaux vêtements le dimanche.

a. Je voulais réussir dans la vie. ☒ Nous

.....
..

b. Ma grand-mère bavardait beaucoup. ☒ Elles

.....

c. Elle devait travailler tard le soir. ☒ Elles

.....

d. Tu allumais le feu tous les matins. ☒ Vous

.....

e. Je mettais la table tous les soirs. ☒ Nous

.....

7. Complétez avec qui, que, où. (K1)

a. Le Sénégal est un pays _ **où** _ la langue officielle est le français.

b. La Namibie est un pays----- est situé au Sud de l'Afrique.

c. L'Égypte est le pays-----tout le monde connaît pour ses pyramides.

- d. L'Algérie est un pays ----- il y a beaucoup de pétrole.
- e. Le Nigéria est le pays africain -----a le plus grand nombre d'habitants.
- f. La Côte d'Ivoire est un pays -----produit beaucoup de cacao.

8. Transformez les phrases au conditionnel présent.(K2)

a. Tu peux me passer le sel ? -> **Tu pourrais me passer le sel ?**

a. Nous Souhaitons camper

b. Vous pouvez me dire où est la poste? –

c. Est-ce que tu as un parapluie?

d. Je peux utiliser ton ordinateur?

e. On veut aller à Rome.

9. Faites des comparaisons avec les éléments proposés.(K3)

a. (+) ma femme est -jeune - moi

Ma femme est plus jeune que moi

b. (--) Mathieu vient - souvent – Sarah

c. (+) le mois d'août est - tranquille -juillet]

d. (=) Lucas est- gentil- Lina

e. (+) Enzo a répondu - rapidement- Jules

f. (+) je ne suis pas – stupide- elle

10.Soulignez les verbes au conditionnel présent.(K2)

- a. Est-ce que tu [pourras /**pourrais** / pouvais)aller à la boulangerie?
- b. Il(devrait/ devait/ devra) déjà être là.
- C. Nous [aimions/ aimerions/ aimerons] partir en vacances à Tahiti.
- d. Je [voudrai /voulais /voudrais) aller à la fête de la musique.
- e. Paco et toi, est-ce que vous [souhaiteriez / souhaitiez / souhaiterez] vous joindre à nous?
- f. On [pourrait/ pourra / pouvait] lui acheter des fleurs?


DR. HANNAH DORA M.A. M.Phil.
Associate Professor and Head
Department of French
Holy Cross College
Nagercoil