

HOLY CROSS COLLEGE (AUTONOMOUS)

(Affiliated to M.S. University, Tirunelveli)

Accredited with A+ Grade (CGPA 3.35 – 4th Cycle) by NAAC

ISO 9001: 2015 Certified Institution

Nagercoil - 629 004, Tamil Nadu, India



DEPARTMENT OF FRENCH TEACHING PLAN 2024-2025 EVEN SEMESTER



DEPARTMENT OF FRENCH



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 B.A. English the graduates will be able to:
PSO 1	write simple sentences in French
PSO 2	apply different grammatical rules to their reading and writing assignments
PSO 3	identify the different past tenses
PSO 4	read, understand, write and speak in simple French
PSO 5	translate simple sentences related to the given themes

SEMESTER II

Teaching Plan

Department : French
Class :
Title of the Course : Foundation Course: Paper I I
Semester : II
Course Code : FU232FL1

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 develop the four language skills
- To encourage students to appreciate the nuances of the French language

CO	Course Outcomes	Cognitive level
CO1	understand various types of social invitations and apply accurate verbal and written communication in diverse social situations	K1,K3
CO2	recognize directions and shopping scenarios	K2
CO3	apply language skills in real-life scenarios while promoting human values	K3
CO4	interpret media forms (songs, brief messages) illustrating obligation or prohibition.	K4
CO5	write a formal and informal letter using proper language and structure for professional communication.	K6

Teaching plan

Total Contact hours: 60 (Including lectures, assignments and tests

Unit	Module	Topic	Teaching hours	Cognitive level	Pedagogy	Assessment Evaluation
I		<p>ON SE VOIT QUAND? Objectifs de communication:</p> <p>Proposer, accepter, refuser une invitation.</p> <p>Indiquer la date.</p> <p>Prendre et fixer un rendez- des amis, par vous. téléphone</p> <p>Demander et indiquer, l'heure.</p> <p>Activités réception et de production orales:</p> <p>Comprendre un message d'invitation sur un répondeur téléphonique.</p> <p>Inviter quelqu'un, accepter ou refuser l'invitation.</p> <p>Comprendre des personnes qui fixent un rendez-vous par téléphone</p>	12	K2-K5	Participatory learning, role-playing, group discussions, Calendar activity, Black board presentation	Oral assessments, role-play (telephone), written quizzes, conversation assessment, performance assessment, create an invitation(assignment) MCQ (Google forms)

		<p>Comprendre des personnes qui fixent un rendez-vous par téléphone</p> <p>Prendre un rendez-vous par téléphone.</p> <p>Activités réception et de production des écrits:</p> <p>Comprendre les Informations de cartons d'invitation.</p> <p>S Savoirs linguistiques:</p> <ul style="list-style-type: none">• Les pronoms compléments directs me, te, nous, vous• Pourquoi ? Parce que• Quel(s), quelle(s)• L'interrogation avec est-ce que• Finir, savoir• L'heure et la date• Les mois de l'année <p>Quelques indicateurs de temps (2)</p>				
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		<p>Savoirs linguistiques:</p> <p>Les pronoms compléments directs me, te, nous, vous</p> <p>Pourquoi ? Parce que</p> <p>Quel(s), quelle(s)</p> <p>L'interrogation avec est-ce que</p> <p>Finir, savoir</p> <p>L'heure et la date</p> <p>Les mois de l'année</p> <p>Quelques indicateurs de temps (2)</p>				
II		BONNE IDEE	12	K1-K4		

		<p>Objectifs de communication:</p> <ul style="list-style-type: none"> • Exprimer son point de, positif et négatif. • S’informer sur le prix. • S’informer sur la quantité. • Exprimer la quantité. <p>Activités de réception et de production orales:</p> <ul style="list-style-type: none"> • Exprimer son point de vue sur des idées de cadeau. • Faire des achats dans un magasin 			<p>Blended teaching (lecture, discussions, and practical exercises) Participatory learning, Lecture method</p>	<p>Oral presentation, writing task, group discussion, Shopping role play, Dialogue writing, Quizzes</p>
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		<p>A Activités de réception et de production des écrits:</p> <ul style="list-style-type: none">• Comprendre des offres de cadeaux. <p>S Savoirs linguistiques:</p> <ul style="list-style-type: none">• La négation : ne... pas de• Les articles partitifs• Combien ? - Un peu de, beaucoup de,...• Qu'est-ce que, combien• Offrir, croire• Penser à, penser de• Plaire à• Les couleurs• Le masculin et le féminin des adjectifs <p>Les pronoms compléments directs le, la, les</p>				
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III		<p>C'EST OÙ ?</p> <p>Objectifs de communication:</p> <ul style="list-style-type: none"> • Demander et indiquer direction • Localiser (près de, en face 	12	K3-K6. K1	<p>Experimental learning, practical exercises, map reading</p> <p>Participatory learning (picture description task)</p> <p>Demonstration (location description game and visual comprehension)</p>	<p>Map reading test, oral assessments, quiz (Slido)</p> <p>Role play, Picture description task, Listening comprehension, Speaking assessments</p> <p>Picture matching</p> <p>Email creation</p>
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**Activités de
réception et de
production des
écrits:**

- Se repérer sur un plan de ville.
- Demander et indiquer une direction dans un dialogue.
- Comprendre des indications de direction dans un message électronique.
- Prendre des notes à partir d'indications orales

K6

		<p>Savoirs linguistiques:</p> <ul style="list-style-type: none"> • L'impératif • Quelques prépositions de lieu • Les articles contractés au, à la... • Le passé composé (2) et l'accord du participe passé avec être • Les nombres ordinaux - Ne... plus, ne... jamais • Les adjectifs numéraux ordinaux <p>. Faire</p>		K1&K2&K3	1	
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IV		<p>N'OUBLIEZ PAS !</p> <p>Objectifs de communication:</p> <ul style="list-style-type: none"> • Exprimer l'obligation ou l'interdit. • Conseiller. <p>Activités de réception et de production orales:</p> <ul style="list-style-type: none"> • Comprendre une chanson. • Comprendre de courts messages qui expriment l'obligation ou l'interdiction. <p>Donner des conseils à des personnes dans des situations données</p>	12	K2-K5	<p>Flipped classroom, group discussions, case studies , Experiential learning, Black board presentation Participatory learning Problem solving discussions</p>	<p>Written reflections, case study analysis, oral assessments Home work assignments, Prepare short message Interview activity Transformative exercise, Quiz(Nearpod)</p>
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**Activités de
réception et de
production des**

écrits:

- Écrire un message à partir de notes écrites pour dire à quelqu'un ce qu'il doit faire.
- Comprendre un récit de vacances sur une carte postale.

Savoirs

linguistiques:

- En dans les constructions

		<p>verbales avec de</p> <p>Quelque chose, rien</p> <p>faut, devoir</p> <ul style="list-style-type: none"> • Qui, que, où <p>Les pronoms compléments indirects (me, te, lui, leur...)</p>				
		<ul style="list-style-type: none"> • Quelqu'un, personne • Il faut, devoir • Qui, que, où <p>Les pronoms compléments indirects (me, te, lui, leur...)</p>		K1&K2&K3		

V		<p>Objectifs de communication:</p> <ul style="list-style-type: none"> Ecrire des lettres formelles et Informelles 	12	K4-K6	<p>Lecture method, practical exercises, writing assignments</p> <p>Participatory Learning(to participate in discussions, share ideas, and contribute to the content of the letters)</p> <p>Blended Teaching Combine traditional teaching methods with technology-based resources. Utilize online platforms, interactive tools, or multimedia resources</p> <p>Flipped Classroom: Assign readings or videos on the conventions of formal and informal letters for students to review before class</p>	<p>Formal letter writing assessment,</p> <p>Portfolio Assessment:</p> <p>Letter Portfolio: Create a portfolio where students compile samples of both formal and informal letters they have written throughout the learning process. This allows for a holistic evaluation of their progress over time.</p> <p>Letter Writing Tasks:</p>
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Skill Development:

Unit I TU VEUX BIEN?

refuse/to

invitation

1. Preparation of Invitation/reply /

1. Calander Activity
2. Preparation of clock

3. Telephonic conversation
4. Making an appointment over phone

Unit II ON SE VOIT QUAND?

1. _Seasonal events
2. Conversation games
3. Dictation
4. Quiz
5. Recipe sharing

Unit III C'EST OÙ ?

1. Scavenger hunt
2. Location description game
3. Gamification
4. Email creation

UNIT IV

N'OUBLIEZ PAS !

1. Information gap activity
2. Song analysis
3. Post card preparation
4. Interview activity
5. Gap fill exercise

Unit V COMMUNICATIVE SKILLS

1. Identify key characteristics such as politeness, formality, and professionalism..

1. Provide a list of phrases and expressions commonly used in informal letters. **Language Proficiency:**

- **Activity:** Regular reading and writing exercises, including essays and articles, to improve vocabulary and grammar.

2. **Etiquette and Formality:**

- **Activity:** Study formal letter templates and practice using polite phrases. Role-playing scenarios for different formal situations can also be beneficial.

3. **Tone Awareness:**

- **Activity:** Analyze examples of formal and informal letters to identify appropriate tones. Practice writing the same message with different tones.
4. **Formatting:**
 - **Activity:** Learn and practice the standard formats for formal and informal letters. Create templates for common scenarios.
 5. **Cultural Awareness:**
 - **Activity:** Research cultural norms for communication in different regions. Understand how to adapt your language and tone accordingly.
 6. **Clarity and Conciseness:**
 - **Activity:** Practice summarizing information effectively. Write and rewrite sentences to convey the message in a clear and concise manner.

Activities:

1. **Formal Letter Writing:**
 - **Activity:** Write formal letters to local businesses, government offices, or academic institutions. Request information, make inquiries, or express opinions in a formal setting.
2. **Informal Letter Writing:**
 - **Activity:** Write letters to friends or family members. Share experiences, discuss plans, or simply maintain regular correspondence.
3. **Role-Playing:**
 - **Activity:** Engage in role-playing scenarios where you practice writing formal letters in a business context. This can help build confidence and fluency.
4. **Feedback and Editing:**
 - **Activity:** Exchange letters with a peer or mentor for feedback. Learn to edit and improve based on constructive criticism.
5. **Cultural Exchange:**
 - **Activity:** Connect with individuals from different cultural backgrounds. Exchange letters to understand and appreciate cultural nuances in communication.
6. **Business Correspondence:**

- **Activity:** Simulate business scenarios by writing formal letters related to job applications, cover letters, or professional inquiries.

7. **Writing Challenges:**

- **Activity:** Participate in writing challenges that involve crafting formal or informal letters on specific topics. This can be done individually or as part of a group.

8. **Reading Formal Documents:**

- **Activity:** Analyze formal documents such as contracts, official announcements, or legal letters. Understand the language and structure used in such documents.

Course Focussing on Cross Cutting Issues:

Title of the Course : Foundation Course: Paper I I

Semester : II

Course Code : FU232FL

UNIT 1

1. **1Role-Playing Scenarios:**

- **Activity:** Create role-playing scenarios where students engage in conversations that involve demonstrating human value, gender equity, and professional ethics. For example, simulate a workplace situation where a decision needs to be made considering these values.

2. **Debates and Discussions:**

- **Activity:** Organize debates or discussions on topics related to human value, gender equity, and professional ethics. This can be conducted in the target language to enhance language skills while addressing important societal issues.

3. **Interviews:**

- **Activity:** Conduct interviews with professionals from diverse backgrounds. This not only improves language skills but also exposes students to real-world perspectives on human value, gender equity, and professional ethics.

4. **Writing Assignments:**

- **Activity:** Assign essays or reflective pieces where students express their thoughts on the importance of human value, gender equity, and professional ethics. Encourage them to use the language to articulate their views effectively.

5. Cultural Exploration:

- Activity: Explore cultural norms and practices related to human value and gender equity in different regions. Discuss how these values manifest in professional settings and everyday life.

UNIT 2

HUMAN VALUES

Gift Values Discussion:

- Activity: Initiate a class discussion about the values associated with gift-giving. Discuss the significance of thoughtful and meaningful gifts, emphasizing the value of consideration for others.

2. Cultural Perspectives on Gift-Giving:

- Activity: Explore cultural differences in gift-giving practices. Discuss how values and traditions influence the choice of gifts and the way they are presented.

3. Role-Playing Ethical Shopping:

- Activity: Create role-playing scenarios where students practice ethical shopping. Discuss the importance of considering the source and production process of items they buy, aligning with values such as sustainability and ethical production.

4. Expressing Gratitude:

- Activity: Practice expressing gratitude in writing or orally. Discuss the importance of acknowledging and appreciating thoughtful gestures, linking it to the values of gratitude and kindness.

5. Creating Thoughtful Gifts:

- Activity: Assign a project where students create a gift for someone else. Emphasize the value of thoughtful and personalized gifts over materialistic ones.

GENDER EQUITY

1. Gender-Inclusive Shopping Scenarios:

- Activity: Create role-playing scenarios where students practice making purchases, ensuring that the scenarios include diverse gender roles and perspectives. This can help challenge stereotypes and promote inclusivity.

2. Inclusive Gift Ideas Discussion:

- Activity: Initiate a discussion on gift ideas that are inclusive of diverse interests and preferences, breaking away from traditional gender norms. Encourage students to think beyond stereotypical gifts.

3. Exploring Cultural Perspectives on Gender and Shopping:

- Activity: Discuss and research how different cultures approach gender roles in shopping. Explore how societal norms influence buying decisions and gift-giving traditions.

4. Gender Representation in Gift Offers:

- Activity: Analyze gift offers from different perspectives. Discuss whether there are gendered expectations in certain types of gifts and how this may impact inclusivity

PROFESSIONAL ETHICS

1. Ethical Shopping Decision-Making:

- Activity: Create scenarios where students have to make ethical decisions while shopping. Discuss considerations such as fair trade, sustainability, and ethical production practices. Encourage students to express their opinions on these issues.

2. Discussion on Consumer Responsibility:

Activity: Initiate a class discussion on the ethical responsibilities of consumers. Explore topics such as the environmental impact of products, the treatment of workers, and the role of consumers in promoting ethical practices.

- Activity: Organize a debate on consumer rights and responsibilities. Discuss the ethical considerations involved in advertising, product labeling, and the information provided to consumers.

3. Research on Ethical Certifications:

- Activity: Ask students to research and present on different ethical certifications and labels. Discuss how these certifications can guide consumers in making ethical choices.

4 Mock Negotiations:

- Activity: Conduct mock negotiations between buyers and sellers, emphasizing ethical considerations. Discuss how ethical behavior can be integrated into bargaining and decision-making processes.

UNIT 3

HUMAN VALUES

1. Community Mapping Project:

- Activity: Assign students to create a map of the local community, marking important locations. Discuss the importance of community and how individuals can contribute to creating a sense of belonging.

2. Cultural Exploration of Directions:

- Activity: Explore how different cultures provide directions and navigate spaces. Discuss the cultural significance of landmarks and how it reflects the values of a community.

Reflective Writing on Helping Others:

- Activity: Assign a reflective writing task where students share experiences of receiving or providing helpful directions. Discuss the positive impact of small acts of kindness in a community.

GENDER EQUITY

1. Gender-Inclusive Mapping Project:

- Activity: Assign students to create a community map that reflects the needs and preferences of diverse genders. Discuss how inclusive maps contribute to a more equitable environment.

2. Cultural Sensitivity Discussion:

- Activity: Explore how gender roles may influence communication about directions in different cultures. Discuss the significance of using inclusive language to ensure everyone feels represented.

PROFESSIONAL ETHICS

1 Ethical Directions Role-Playing:

- **Activity:** Create role-playing scenarios where students give directions considering ethical factors such as safety, inclusivity, and cultural sensitivity. Discuss the importance of clear and ethical communication in public spaces.

2. Ethical Decision-Making in Navigation:

- **Activity:** Present students with scenarios where they must make ethical decisions related to directions (e.g., guiding someone to a safe location). Discuss the ethical implications of their choices.

UNIT 4

HUMAN VALUE

1. Values in Song Lyrics:

- **Activity:** Analyze song lyrics that convey messages of obligation, prohibition, or advice. Discuss the values reflected in the lyrics and how they relate to personal experiences and beliefs.

2. Values in Vacation Narratives:

- **Activity:** Explore the values expressed in vacation narratives on postcards. Discuss how experiences and interactions during holidays reflect personal and cultural values.

GENDER EQUITY

Gender-Inclusive Song Analysis:

- **Activity:** Analyze a song's lyrics that convey messages of obligation or advice. Discuss any gender-related language and challenge stereotypes. Explore how language can be used inclusively.

PROFESSIONAL ETHICS

1. Ethical Decision-Making Scenarios:

- **Activity:** Develop scenarios where students need to provide advice or express obligation in a professional context. Emphasize the ethical considerations involved, such as maintaining confidentiality and promoting integrity.

2. Analysis of Ethical Language in Songs:

- Activity: Analyze song lyrics that touch on professional or ethical themes. Discuss how language is used to convey ethical messages and responsibilities in a work or professional setting.

UNIT 5

Activities to Integrate Human Values:

1. Gratitude Letters:

- Activity: Have students write formal or informal letters expressing gratitude to individuals who have made a positive impact on their lives. Discuss the values of appreciation, kindness, and acknowledgment.

2. Values-Based Letters:

- Activity: Assign students to write formal letters discussing a societal issue they are passionate about. Encourage them to express their values and suggest actions for positive change.

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Activities to Integrate Professional Ethics:

1. Professional Networking Letters:

- Activity: Guide students in writing formal letters for professional networking purposes. Discuss the importance of professionalism, respect, and clarity in business communication.

2. Reflective Letters on Ethical Practices:

- Activity: Assign students to write informal letters reflecting on ethical practices in their chosen professions. Encourage them to consider the values that underpin their professional decisions.

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QUESTION PAPER MODEL

Part A

Dites vrai ou faux (K1)

1. Les Français dependent 100 euro par mois pour la culture

Choisissez la meilleure réponse (K2)

1. J'ai pense (a/ de) toi

Part B

Traduisez en anglaise (K3)

1. Je t'envoie un petit bonjour de la région où je passe quelques jours avec mes copains Benoit et Pierre . Programme très sportif mardi , initiation à l'escalade pour Pierre et moi (Benoit , qu'a le vertige , n'aime pas beaucoup l'escalade et il n'a pas voulu venir ... et il n'a rien fait) .

2. Ecrivez une lettre (K6)

Vous allez passer le weekend prochain avec votre voisin, écrivez une lettre
Part C

Complétez avec où , qui ou que (K4)

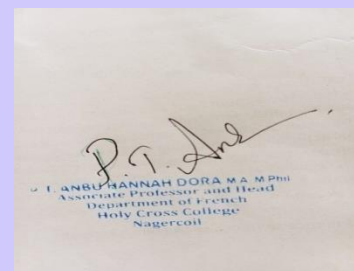
1. La France est le pays Christian habite .

.....reçoit le plus de touristes .

.....j 'aimerais bien visiter cet été

2. C'est Pierre va venir dîner à la maison .

..... nous avons invité à la maison .



SEMESTER IV

Teaching Plan 2024

Department : French

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

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

Semester : IV

Course Code : FU234FL1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FU234FL1	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	comprehend text passages and use them to express their opinions	K2
CO-2	apply connecting words to improve the spoken and written communication skills	K3
CO-3	analyze and utilize grammatical concepts in drafting sentences and paragraph	K4
CO-4	appreciate the values, and respect the environment imbued in the literary texts	K5
CO-5	develop critical thinking skills through literary analysis	K6

Unit	Module	Topic	Teaching hours	Cognitive level	Pedagogy	Assessment Evaluation
I			12			
	a	Le mort de maman Par Albert camus	4	Analyzing	Lecture, Discussion Participatory learning	Written comprehension questions, Class discussion
	b	Les pronoms complément s directs	4	Understanding	Lecture method Explanation, Practice Exercises Participatory learning	quiz(slido) Written Exercises
	c	Les pronoms complément s indirects	4	Applying	.Multimedia Resources Practice Exercises, Group Discussions Experiential learning	1. Multiple-Choice Questions (google forms) Role-playing scenarios, Written Exercises
II			12			

	a	L 'hiver Par Mademoise lle Bres	4	Analyzing	Reading, Discussion Blended learning	Written comprehensio n questions, Class discussion
	b	.Les Impératifs	4	Applying	Interactive Activities, Practice Exercises Participatory learning	Role-playing scenarios, Oral Presentations
	c	Le Subjonctif présent	4	Evaluating	Explanation, Practice Exercises Participatory learning	Quiz, Written Exercises
III			12			
	a	L'égoïste puni Par Pierre Perrault	4	Evaluating	Reading, Discussion Lecture method Participatory learning	Written comprehension questions, Class discussion. Qui z (nearpod)

	b	Le Plus-que-parfait	4	Understanding	Explanation, Practice Exercises 1. Participatory method	Quiz, Written Exercises .
	c	.L'expression du but	4	Applying	Scenario-based Exercises, Role-plays Lecture PPT (Gamma) Participatory learning	Role-playing scenarios, Oral Presentations
IV			12			
	a	La cigale et la fourmi	4	Analyzing	Reading, Discussion .Creative response Flipped classroom	.Paragraph writing .Poetry Analysis .Visual representation
	b	.L'expression de la cause	4	Applying	Analysis, Group Discussions Participatory learning	Group Projects, Oral Presentations

	c	L'expression de la conséquence	4	Evaluating	Analysis, Practice Exercises experiential learning	Quiz, Written Exercises Conversation practice
V			12			
	a	La danse Zadig Par Voltaire	4	Analyzing	Reading, Discussion	Character study and comparative analysis Written comprehension questions, Class discussion
	b	La rédaction d'email	4	Applying	Practice writing, Training Experiential learning	Email-writing assignments, Peer Evaluation

	C	La communicat ion	4	Applying	Interactive Activities, Group Discussions Experiential learning/ Participatory learning	.Conversation assessment .Viva voce,Oral Presentation,
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Course Focussing on Skill Development :

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

Semester : IV

Course Code : FU241FL1

SKILLS ACQUIRED:

UNIT 1

1. Emotional Intelligence and Empathy

Objective: To develop students' emotional intelligence by encouraging them to explore and understand the emotional landscape of characters in literature.

Activity: Character Diary Entries

Skills Developed: Emotional intelligence, empathy, reflective writing.

Example Activity:

- **Step 1:** Ask students to write a series of diary entries from Meursault's perspective, describing his thoughts and feelings about his mother's death, his interactions with others, and his overall emotional state.
- **Step 2:** Students should use textual evidence to support their interpretations.

- **Step 3:** Have students share their entries in small groups and discuss how their interpretations of Meursault's emotions differ or align.
- **Emotional Intelligence and Empathy**
 - **Objective:** Develop emotional intelligence and empathy.
 - **Activity:** Character Diary Entries.
 - **Skills Developed:** Emotional intelligence, reflective writing.
 - **Example Activity:** Writing and sharing diary entries from Meursault's perspective.

2. Oral Communication and Presentation Skills

Objective: To improve students' oral communication skills through structured presentations and discussions.

Activity: Role-Playing and Group Presentations

Skills Developed: Oral communication, public speaking, interpretation.

Example Activity:

- **Step 1:** Organize a role-playing session where students enact key scenes from the novel, such as Meursault's interactions at the funeral or his conversations with his employer.
- **Step 2:** Each group presents their scene to the class, followed by a discussion on the characters' motivations and the scene's significance.
- **Step 3:** Assess students on their ability to convey the characters' emotions and the clarity of their presentations.

3. Oral Communication and Presentation Skills

- **Objective:** Improve oral communication and public speaking.

- **Activity:** Role-Playing and Group Presentations.
- **Skills Developed:** Oral communication, interpretation.
- **Example Activity:** Enacting scenes and discussing character motivations.

These activities and skill development areas will not only deepen students' understanding of "L'Étranger" but also equip them with valuable skills applicable in various academic and professional contexts.

GRAMMAIRE

1. Les pronoms compléments directs (Direct Object Pronouns):

- **Objective:** To reinforce comprehension and usage of direct object pronouns in French sentences.
- **Activity:** Provide students with a short narrative or dialogue in French, preferably containing instances of direct object pronouns. Ask students to identify and underline the direct object pronouns in the text. Then, have them rewrite the text, replacing the direct objects with the appropriate pronouns. This activity encourages comprehension, grammar application, and sentence construction skills.

UNIT 2

Skill Development Areas

1. **Critical Thinking and Analytical Skills**
2. **Creative Writing and Expression**
3. **Oral Communication and Presentation Skills**

Activities for Skill Development

1. Critical Thinking and Analytical Skills

Objective: Enhance students' ability to analyze text and understand the underlying themes and messages.

Activity: Textual Analysis and Discussion

Skills Developed: Analytical thinking, interpretation, discussion.

Example Activity:

- **Step 1:** Divide students into small groups and provide each group with a copy of the text.
- **Step 2:** Ask each group to identify and discuss the main themes of the text, such as the change of seasons, survival, and kindness.
- **Step 3:** Have each group present their findings to the class, followed by a class discussion on how these themes are conveyed and their significance.

Summary of Activities for Skill Development

1. Critical Thinking and Analytical Skills

- **Objective:** Enhance analytical thinking and understanding of themes.
- **Activity:** Textual Analysis and Discussion.
- **Skills Developed:** Analytical thinking, interpretation, discussion.
- **Example Activity:** Group discussion and presentation on themes.

2. Creative Writing and Expression

- **Objective:** Enhance students' creative writing skills by encouraging them to create their own stories inspired by the text.
- **Activity:** Writing a Sequel or Alternate Ending
- **Skills Developed:** Creative writing, imagination, narrative skills.

Example Activity:

- **Step 1:** Ask students to write a sequel or an alternate ending to the story, imagining what happens to Pierrot and the little girl after the winter.
- **Step 2:** Have students share their stories with the class, either by reading them aloud or by creating illustrated storybooks.
- **Step 3:** Provide feedback focusing on creativity, coherence, and expression

3 . Creative Writing and Expression

- **Objective:** Enhance creative writing skills.
- **Activity:** Writing a Sequel or Alternate Ending.
- **Skills Developed:** Creative writing, imagination, narrative skills.
- **Example Activity:** Writing and sharing sequels or alternate endings.

3. Oral Communication and Presentation Skills

- **Objective:** Improve students' oral communication skills through presentations and storytelling.
- **Activity:** Storytelling and Presentation
- **Skills Developed:** Oral communication, public speaking, storytelling.

Example Activity:

Step 1: Have students prepare a short presentation or retelling of the story from Pierrot's perspective.

Step 2: Encourage students to use expressive language and gestures to convey the emotions and actions of the story.

Step 3: After each presentation, provide constructive feedback on their delivery, clarity, and engagement with the audience.

Oral Communication and Presentation Skills

- **Objective:** Improve oral communication skills.
- **Activity:** Storytelling and Presentation.
- **Skills Developed:** Oral communication, public speaking, storytelling.
- **Example Activity:** Storytelling from Pierrot's perspective with feedback

GRAMMAIRE

1. Les Impératifs (Imperatives):

- **Objective:** To learn and practice giving commands or instructions using imperative forms in French.
- **Activity:** Divide students into pairs or small groups and provide them with different scenarios that require giving commands (e.g., giving directions, preparing a recipe, or organizing a task). Each group should create a dialogue or role-play based on the scenario, using imperative forms to give commands and instructions. After preparation, groups can perform their role-plays for the class, allowing students to practice listening and speaking skills while reinforcing the use of imperatives.

2. Le Subjonctif présent (PresentSubjunctive):

- **Objective:** To understand and practice using the present subjunctive mood in French to express doubt, uncertainty, or subjectivity.
- **Activity:** Provide students with sentences or prompts that require the use of the present subjunctive. Students can then individually or in pairs complete the sentences using the appropriate present subjunctive form of the verbs provided. This activity encourages critical thinking, grammar application, and writing skills.

UNIT 3

SkillDevelopment Areas in "L'égoïste puni ou Une leçon bien méritée !"

The text from "L'égoïste puni ou Une leçon bien méritée !" by Pierre Perrault provides opportunities to develop several important skills, including critical thinking, empathy, moral reasoning, and effective communication. Here are some specific skills and corresponding activities

1. Critical Thinking and Analytical Skills

Objective: Enhance students' ability to analyze text and understand deeper meanings.

Activity: Character Analysis **Skills Developed:** Analytical thinking, literary analysis, comprehension. **Example Activity:**

- **Step 1:** Divide students into groups and assign each group a character from the text (e.g., the narrator, grand-mère, Gertrude, the little mendicant).
- **Step 2:** Each group analyzes their assigned character's actions, motivations, and development throughout the story.
- **Step 3:** Groups present their analyses to the class, followed by a discussion on how each character contributes to the story's moral lesson.

Critical Thinking and Analytical Skills

- **Objective:** Enhance students' ability to analyze text and understand deeper meanings.
- **Activity:** Character Analysis.
- **Skills Developed:** Analytical thinking, literary analysis, comprehension.
- **Example Activity:** Group analysis and presentation of characters

2 . Emotional Intelligence and Empathy

Objective: Foster empathy and emotional understanding through literature.

Activity: Role-Playing **Skills Developed:** Empathy, emotional intelligence, perspective-taking. **Example Activity:**

- **Step 1:** Assign roles from the story to different students (e.g., the narrator, grand-mère, Gertrude, the little mendicant).
- **Step 2:** Have students reenact key scenes, focusing on expressing the emotions and thoughts of their characters.
- **Step 3:** After the role-play, discuss how understanding the emotions and motivations of others can lead to more empathetic behavior.

Emotional Intelligence and Empathy

- **Objective:** Foster empathy and emotional understanding through literature.
- **Activity:** Role-Playing.
- **Skills Developed:** Empathy, emotional intelligence, perspective-taking.

- **Example Activity:** Re enactment of key scenes followed by discussion

3. Moral Reasoning and Ethical Judgment

Objective: Develop students' ability to make moral and ethical judgments.

Activity: Moral Dilemma Discussion **Skills Developed:** Moral reasoning, ethical judgment, critical thinking. **Example Activity:**

- **Step 1:** Present students with the moral dilemma faced by the narrator when he encounters the little mendicant.
- **Step 2:** Facilitate a discussion where students explore different choices the narrator could have made and their potential consequences.

Step 3: Encourage students to reflect on how they would respond in a similar situation and what factors would influence their decisions.

Moral Reasoning and Ethical Judgment

- **Objective:** Develop students' ability to make moral and ethical judgments.
- **Activity:** Moral Dilemma Discussion.
- **Skills Developed:** Moral reasoning, ethical judgment, critical thinking.

Example Activity: Discussion of the narrator's moral dilemma and possible choices

4. Oral Communication and Presentation Skills

Objective: Improve students' ability to communicate ideas effectively through presentations.

Activity: Story Presentation **Skills Developed:** Oral communication, public speaking, presentation skills. **Example Activity:**

- **Step 1:** Have students prepare a summary of the story and its moral lesson.

- **Step 2:** Students present their summaries to the class, highlighting key points and personal reflections.
- **Step 3:** Provide feedback on their presentation skills, including clarity, organization, and engagement with the audience.

Oral Communication and Presentation Skills

- **Objective:** Improve students' ability to communicate ideas effectively through presentations.
- **Activity:** Story Presentation.
- **Skills Developed:** Oral communication, public speaking, presentation skills.
- **Example Activity:** Students prepare and present story summaries.

These activities help students develop a range of skills essential for personal and academic growth while engaging deeply with the themes and lessons from "L'égoïstepuniou Une leçon bien méritée !".

GRAMMAIRE

1. Le Plus-que-parfait (Pluperfect):

- **Objective:** To learn and practice using the pluperfect tense in French to describe past events that occurred before another past action.
- **Activity:** Present students with a series of events or situations and ask them to narrate a story or sequence of events using the pluperfect tense where appropriate. Students can write short paragraphs or create oral presentations, focusing on correctly conjugating verbs in the pluperfect tense to convey the sequence of past actions.

2. L'expression du but (Expression of Purpose):

- **Objective:** To understand and practice expressing purpose or intention in French sentences.
- **Activity:** Provide students with sentences or prompts that require expressing purpose or intention. Students can then rewrite the sentences or complete the prompts using expressions of purpose (e.g., pour, afin de, dans le but de). This activity helps students understand how to convey purpose effectively in French writing and improves vocabulary and sentence structure skills.

UNIT 4

Skills Developed:

1. **Critical Thinking:** Analyzing the actions and decisions of the characters.
2. **Interpretative Skills:** Understanding the deeper meanings and themes in the poem.

1. Discussion and Debate:

- **Objective:** To develop critical thinking and moral reasoning.
- **Activity:** Divide students into two groups. One group supports the actions of the ant (la fourmi), emphasizing hard work and preparation. The other group supports the cicada (la cigale), arguing for the importance of enjoying life and the arts. Each group presents their arguments, followed by a class discussion.

2. Character Analysis:

- **Objective:** To develop interpretative skills and literary appreciation.
- **Activity:** Have students write a character analysis for both the ant and the cicada. They should focus on each character's traits, motivations,

and the consequences of their actions. Encourage students to use quotes from the poem to support their analysis.

3. Role Play:

- **Objective:** To develop interpretative skills and creative expression.
- **Activity:** Organize a role-playing activity where students act out the poem. Assign roles for the ant, the cicada, and a narrator. After the role play, discuss how the performance affected their understanding of the characters
- and themes.

GRAMMAIRE

1. L'expression de la cause (Expression of Cause):

- **Objective:** To learn and practice expressing cause or reason in French sentences.
- **Activity:** Present students with sentences or prompts that require expressing cause or reason. Students can then rewrite the sentences or complete the prompts using expressions of cause (e.g., parce que, car, à cause de). Encourage students to vary their use of expressions to convey different nuances of cause or reason. This activity enhances vocabulary, comprehension, and writing skills.

2. L'expression de la conséquence (Expression of Consequence):

- **Objective:** To understand and practice expressing consequence or result in French sentences.
- **Activity:** Provide students with sentences or prompts that require expressing consequence or result. Students can then rewrite the sentences or complete the prompts using expressions of consequence

(e.g., donc, alors, par conséquent). Encourage students to consider the relationship between actions and their outcomes when choosing appropriate expressions. This activity reinforces comprehension, critical thinking, and writing skills.

UNIT 5

Zadig ou la Destinée" by Voltaire

Skills Developed:

1. **Critical Thinking:** Analyzing the plot, characters, and themes.
2. **Interpretative Skills:** Understanding Voltaire's use of satire and allegory.
3. **Literary Appreciation:** Recognizing Voltaire's literary style and techniques.

Activity Suggestions:

1. Philosophical Discussion:

- **Objective:** To develop critical thinking and philosophical reasoning.
- **Activity:** Conduct a class discussion on the philosophical themes in "Zadig," such as fate vs. free will, the nature of justice, and the pursuit of happiness. Encourage students to reference specific passages and to relate these themes to contemporary issues.

2. Critical Thinking:

- **Objective:** Enable students to analyze and evaluate the plot, characters, and themes of the text.
- **Skills Developed:** Analytical reasoning, logical thinking, evaluative judgment.

3. Character Analysis:

- **Objective:** To enhance interpretative skills and literary appreciation.
- **Activity:** Assign students to write detailed character analyses of Zadig and other key characters. Focus on their development, motivations, and the philosophical implications of their actions. Use quotes from the text to support their analyses.

4. Debate on Fate and Free Will:

- **Objective:** To develop critical thinking and philosophical reasoning.
- **Activity:** Organize a debate on whether Zadig's life is governed more by fate or by his own actions. Split the class into two groups, each defending one perspective, and have them use examples from the text to support their arguments

5 Interpretative Skills:

- **Objective:** Help students understand and interpret Voltaire's use of satire, allegory, and philosophical themes.
- **Skills Developed:** Textual analysis, comprehension of literary devices, thematic interpretation

1. Skill Development for Spoken French (LA COMMUNICATION)

Objective: To enhance students' spoken French abilities by developing their vocabulary, pronunciation, conversational skills, and cultural understanding.

Skills Developed:

1. **Vocabulary Expansion:** Increasing the range of words and expressions students can use.
2. **Pronunciation and Intonation:** Improving clarity and naturalness in spoken French.
3. **Conversational Skills:** Developing the ability to engage in fluent and coherent conversations.

4. Listening Comprehension: Enhancing the ability to understand spoken French in various contexts.
5. Cultural Awareness: Understanding the cultural nuances and contexts that shape language use.

Activity Suggestions:

1. Vocabulary Expansion
 - Activity: Thematic Vocabulary Lists and Role-Playing
 - Description: Introduce students to vocabulary lists based on specific themes (e.g., travel, food, daily routines). After practicing the vocabulary, students participate in role-playing activities where they use the new words and phrases in context. For example, they might simulate ordering at a restaurant, asking for directions, or discussing hobbies.
2. Pronunciation and Intonation
 - Activity: Pronunciation Drills and Tongue Twisters
 - Description: Conduct regular pronunciation drills focusing on challenging sounds in French. Use tongue twisters to make practice fun and engaging. Record students as they practice, and play back the recordings for self-assessment and improvement. Additionally, use online tools and apps that provide feedback on pronunciation.
3. Conversational Skills
 - Activity: Conversation Circles and Dialogues
 - Description: Arrange students in small groups or pairs to participate in conversation circles. Provide them with conversation starters or topics, and encourage them to engage in spontaneous dialogues. Rotate groups regularly to ensure students practice with different partners. Use scenarios like planning a trip, discussing a movie, or debating a current event to make conversations dynamic and relevant.
4. Listening Comprehension
 - Activity: Listening to Authentic Materials

- **Description:** Use a variety of authentic French audio and video materials, such as news broadcasts, podcasts, songs, and movie clips. Have students listen and then answer comprehension questions, summarize the content, or participate in discussions about what they heard. Incorporate activities like dictation or transcription to reinforce listening skills.

5. Cultural Awareness

- **Activity: Cultural Immersion Projects**

- **Description:** Assign projects that require students to explore different aspects of French-speaking cultures. They might research and present on French traditions, holidays, cuisine, or regional differences. Encourage them to use French throughout their presentations and to incorporate relevant vocabulary and expressions. Supplement this with activities like cooking a French dish or participating in a cultural event (virtually or in-person).

By engaging in these activities, students will develop a comprehensive set of skills necessary for effective spoken French communication. These exercises aim to make learning interactive, practical, and culturally enriching.

1. La rédaction d'email

The topic of email writing can contribute to skill development in several areas, including:

1. **Written Communication:** Email writing involves conveying ideas, information, and messages clearly and effectively through written text.
2. **Professional Communication:** Learning to write professional emails helps students develop the skills needed to communicate effectively in various professional settings.

3. **Critical Thinking:** Crafting emails requires students to analyze their audience, purpose, and tone, fostering critical thinking skills.

4. **Digital Literacy:** Email writing enhances students' proficiency in using digital tools and platforms for communication.

Activity:

Objective: To practice writing professional and effective emails. Activity: Divide students into pairs or small groups and assign them a scenario or prompt that requires composing an email. Scenarios can include:

- Writing a job application email.
- Sending a complaint or inquiry to customer service.
- Corresponding with a colleague or supervisor about a project.
- Requesting information or assistance from a professor or academic advisor.

Students should draft their emails, considering factors such as audience, purpose, tone, clarity, and formatting. After completing the drafts, they can exchange emails with another group for peer review and feedback. Emphasize the importance of constructive criticism and provide guidance on elements like language usage, organization, and professionalism.

Course Focussing on Cross Cutting Issues:

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

Semester: IV

Course Code : FU234FL1

UNIT I

Focus on Human Values

1. Compassion and Empathy: Exploring the lack of emotional response from Meursault and the reactions of others can lead to discussions about empathy and human connections.

Activities for Human Values and Professional Ethics

1. Compassion and Empathy

A. Objective: To develop students' understanding of compassion and empathy through literary analysis and reflective exercises.

Activity: Empathy Mapping

Skills Developed: Emotional intelligence, empathy, critical thinking.

Example Activity:

- **Step 1:** Ask students to create an empathy map for Meursault, focusing on what he says, thinks, does, and feels at various points in the story.
- **Step 2:** Have students discuss in small groups how Meursault's lack of traditional emotional responses affects their perception of him and how they empathize (or struggle to empathize) with him.
- **Step 3:** Facilitate a class discussion on how understanding different perspectives can enhance empathy in real-life interactions.

2. Professional Ethics:

- **Workplace Ethics:** Examining Meursault's relationship with his employer and his approach to work can spark discussions on professional behavior and ethical decision-making.

Moral Responsibility: Considering the broader ethical implications of Meursault's actions and his sense of responsibility (or lack thereof) in both personal and professional contexts

A. Workplace Ethics

Objective: To discuss ethical behavior and decision-making in a professional setting.

Activity: Role-Playing Ethical Scenarios

Skills Developed: Ethical reasoning, decision-making, role-playing.

Example Activity:

- **Step 1:** Present students with various ethical dilemmas that could occur in a workplace setting, inspired by Meursault's interactions with his employer.
- **Step 2:** Have students role-play these scenarios in small groups, taking on different roles such as the employer, employee, and observer.

Step 3: Each group presents their scenario and discusses the ethical decisions made, the reasoning behind them, and alternative actions that could have been

1. Workplace Ethics

- **Objective:** Discuss ethical behavior and decision-making in a professional setting.
- **Activity:** Role-Playing Ethical Scenarios.
- **Skills Developed:** Ethical reasoning, decision-making, role-playing.
- **Example Activity:** Role-play workplace ethical dilemmas inspired by Meursault's interactions with his employer.

UNIT 2

1. Human Values

Objective: Illustrate and reinforce the importance of kindness, empathy, and compassion.

Activity: Kindness Diary

Skills Developed: Empathy, reflective thinking, moral reasoning.

Example Activity:

- **Step 1:** Ask students to keep a "Kindness Diary" for a week, where they record acts of kindness they have performed or witnessed.
- **Step 2:** Have students share their entries with the class, discussing how these acts made them feel and their impact on others.
- **Step 3:** Relate these acts to the story, emphasizing how the little girl's kindness towards Pierrot reflects human values.

Human Values

- **Objective:** Illustrate kindness, empathy, compassion.
- **Activity:** Kindness Diary.
- **Skills Developed:** Empathy, reflective thinking, moral reasoning.

Example Activity: Keep a "Kindness Diary" and share with the class

2. Environmental Sustainability

- **Objective:** Foster an appreciation for nature and the importance of protecting the environment.
- **Activity:** Nature Walk and Observation
- **Skills Developed:** Environmental awareness, observational skills, critical thinking.

Example Activity:

- **Step 1:** Organize a nature walk where students observe and document different elements of the local ecosystem (e.g., plants, animals, weather patterns).
- **Step 2:** Have students create a report or presentation on their findings, linking their observations to the changing seasons depicted in the story.
- **Step 3:** Discuss how human actions can impact the environment and what steps can be taken to preserve it.

3. Environmental Sustainability

- **Objective:** Foster appreciation for nature and environmental protection.
- **Activity:** Nature Walk and Observation.
- **Skills Developed:** Environmental awareness, observational skills, critical thinking.
- **Example Activity:** Document and report observations from a nature walk.

4. Professional Ethics

- **Objective:** Highlight the importance of ethical behavior and responsibility in professional settings.
- **Activity:** Ethics Role-Play
- **Skills Developed:** Ethical reasoning, decision-making, role-playing.

Example Activity:

- **Step 1:** Create scenarios where students role-play situations requiring ethical decisions (e.g., a teacher noticing a student cheating, a doctor facing a difficult patient decision).
- **Step 2:** Discuss the outcomes of each scenario, focusing on the importance of integrity, responsibility, and ethical behavior.

Step 3: Relate these discussions back to the story, exploring how ethical behavior can manifest in everyday actions, such as the little girl's consistent care for Pierrot

Professional Ethics

- **Objective:** Highlight ethical behavior and responsibility.
- **Activity:** Ethics Role-Play.
- **Skills Developed:** Ethical reasoning, decision-making, role-playing.

Example Activity: Role-play ethical scenarios and discuss outcomes

GENDER NIL

UNIT 3

Focus on Human Values, Environmental Sustainability, Professional Ethics, and Gender Equity in "L'égoïste puni ou Une leçon bien méritée !"

The text from "L'égoïste puni ou Une leçon bien méritée !" by Pierre Perrault primarily focuses on human values, particularly empathy, generosity, and moral lessons. While it does not directly address environmental sustainability, professional ethics, or gender equity.

1. Human Values

Objective: To instill empathy, generosity, and the importance of helping others.

Activity: Reflection and Discussion on Empathy **Skills Developed:** Empathy, moral reasoning, critical thinking. **Example Activity:**

- **Step 1:** Have students reflect on a time when they helped someone in need or were helped by someone.

- **Step 2:** Facilitate a class discussion on how helping others made them feel and why it is important to be empathetic and generous.
- **Step 3:** Relate the discussion to the story's moral lesson, emphasizing the importance of not being selfish and thinking of others.

Human Values

- **Objective:** Instil empathy, generosity, and the importance of helping others.
- **Activity:** Reflection and Discussion on Empathy.
- **Skills Developed:** Empathy, moral reasoning, critical thinking.

Example Activity: Students reflect on personal experiences of helping others and discuss the importance of empathy

UNIT 4

The poem "La Cigale et la Fourmi" primarily focuses on human values such as diligence, responsibility, and the consequences of actions. While it may not directly address environmental sustainability,

1. **Human Values Activity:** Objective: To explore the importance of diligence and responsibility in achieving goals. Activity: Divide students into groups and ask them to discuss real-life situations where diligence and responsibility lead to success. They can then create short skits or role-plays depicting these scenarios, highlighting the positive outcomes of hard work and preparation.

Environmental Sustainability, Professional Ethics, and Gender Equity NIL

UNIT 5

The text "Zadig ou la destinée" by Voltaire primarily focuses on themes related to human values and professional ethics

1. Activity: Ethical Dilemma Discussion

- Objective: To explore ethical decision-making and values in "Zadig ou la destinée" by Voltaire.
- Activity: Present students with ethical dilemmas faced by characters in the text, such as Zadig's approach to finding an honest treasurer for the king. Divide students into groups and have them discuss the ethical considerations, possible consequences, and alternative courses of action. Encourage students to relate these dilemmas to real-life situations and consider the importance of integrity and ethical behavior in decision-making.

2. Activity: Character Analysis and Values

- Objective: To analyze the values portrayed by different characters in "Zadig ou la destinée."
- Activity: Assign each group a character from the text, such as Zadig, the king, or other significant figures. Have groups analyze the actions, dialogue, and decisions of their assigned character to identify the values they embody. Groups can then present their findings to the class, discussing how these values contribute to the overall themes of the story and reflecting on the importance of ethical behaviour in society.

Employability

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

Semester : IV

Course Code : FU234FL1

After mastering all the above skills the students are eligible for job opprtunities

UNIT 1

Employability Focus Areas and Activities

- 1. Critical Thinking and Analytical Skills**
- 2. Communication Skills**

1. Critical Thinking and Analytical Skills

Objective: To enhance students' ability to analyze complex texts and develop critical thinking skills relevant to problem-solving and decision-making in a professional context.

Activity: Textual Analysis and Interpretation

Skills Developed: Analytical thinking, problem-solving, decision-making.

Example Activity:

- **Step 1:** Ask students to analyze a passage from "L'Étranger," focusing on Meursault's interactions with his employer and his reaction to his mother's death.
- **Step 2:** Have students write a short essay or present their analysis, discussing how Meursault's attitudes and behaviors could impact his professional life and relationships in the workplace.
- **Step 3:** Facilitate a class discussion on how critical thinking and analytical skills can be applied to real-world problems and scenarios in various professions.

2. Communication Skills

Objective: To improve students' oral and written communication skills through discussions and presentations.

Activity: Persuasive Speaking and Writing

Skills Developed: Oral communication, persuasive writing, public speaking.

Example Activity:

- **Step 1:** Have students prepare a persuasive speech or essay on a topic related to the text, such as the importance of professional conduct during personal crises or the impact of emotional expression in the workplace.
- **Step 2:** Students present their speeches or essays to the class, focusing on clear articulation, logical reasoning, and persuasive techniques.
- **Step 3:** Provide feedback on their presentations, emphasizing the importance of effective communication skills in professional settings.

Summary of Activities for Employability Skills

1. Critical Thinking and Analytical Skills

- **Objective:** Enhance analytical thinking and decision-making.
- **Activity:** Textual Analysis and Interpretation.
- **Skills Developed:** Analytical thinking, problem-solving, decision-making.
- **Example Activity:** Analyze a passage and discuss its impact on professional life.

2. Communication Skills

- **Objective:** Improve oral and written communication skills.
- **Activity:** Persuasive Speaking and Writing.
- **Skills Developed:** Oral communication, persuasive writing, public speaking.
- **Example Activity:** Prepare and present persuasive speeches or essays on related topics.

These activities will help students develop key employability skills by engaging with the themes and situations presented in "L'Étranger," thereby preparing them for various professional contexts

UNIT 2

While "Le petit moineau Pierrot" by Mademoiselle Brès primarily emphasizes human values, environmental sustainability, and ethical behavior, it can also be used to develop employability skills. The activities designed to reinforce the story's themes can be adapted to focus on skills that are crucial for employability, such as teamwork, communication, problem-solving, and initiative.

Employability Skills

- 1. Teamwork and Collaboration**
- 2. Communication Skills**

A. Activities for Employability Skills

1. Teamwork and Collaboration

Objective: Develop teamwork and collaborative skills through group activities.

Activity: Group Project on Environmental Preservation

Skills Developed: Teamwork, collaboration, project management.

Example Activity:

- **Step 1:** Divide students into small groups and assign each group a specific aspect of environmental preservation (e.g., recycling, wildlife protection, sustainable farming).
- **Step 2:** Each group researches their topic and prepares a presentation or a campaign to educate their peers.
- **Step 3:** Groups present their projects, highlighting the importance of teamwork in achieving common goals.

Teamwork and Collaboration

- **Objective:** Develop teamwork and collaborative skills.
- **Activity:** Group Project on Environmental Preservation.
- **Skills Developed:** Teamwork, collaboration, project management.
- **Example Activity:** Group research and presentations on environmental topics

2. Communication Skills

Objective: Enhance verbal and written communication skills.

Activity: Storytelling and Presentation

Skills Developed: Oral communication, public speaking, persuasive writing.

Example Activity:

- **Step 1:** Ask students to rewrite the story of Pierrot from a different perspective (e.g., the little girl, another bird, a bystander).
- **Step 2:** Students present their stories to the class, focusing on clear and effective communication.
- **Step 3:** Provide feedback on their storytelling techniques and presentation skills.

Communication Skills

- **Objective:** Enhance verbal and written communication skills.
- **Activity:** Storytelling and Presentation.
- **Skills Developed:** Oral communication, public speaking, persuasive writing.
- **Example Activity:** Rewrite and present the story from different perspectives

UNIT 3

Employability skills **NIL**

UNIT 4

Employability skills **NIL**

UNIT 5

The poem "Zadig ou la destinée" by Voltaire does not directly focus on employability, as its main themes revolve around philosophical ideas, societal satire, and ethical considerations

GRAMMAIRE

The grammar topics listed, such as using imperatives, expressing purpose, cause, and consequence, can indirectly contribute to employability by enhancing communication skills, critical thinking, and problem-solving abilities.

1. Activity for Imperatives:

- **Objective:** Develop leadership and teamwork skills through task delegation.
- **Activity:** Divide students into small groups and assign each group a simple task, such as planning a hypothetical event or organizing a project. Instruct them to use imperative forms to delegate responsibilities and assign tasks within their group. After completing the task, groups can present their plans to the class, emphasizing their use of imperatives to convey instructions and delegate effectively. This activity promotes leadership, teamwork, and communication skills, which are valuable in professional settings.

2. Activity for Expression of Purpose:

- **Objective:** Enhance problem-solving and decision-making skills by justifying actions and goals.
- **Activity:** Present students with various workplace scenarios or challenges they might encounter in their future careers. Ask them to write brief responses explaining the purpose or intention behind their proposed actions or solutions, using expressions of purpose (e.g., pour, afin de). Encourage students to consider the desired outcomes and rationale for their decisions. Afterward, facilitate a discussion where students share their responses and reasoning, fostering critical thinking and decision-making skills applicable to real-world situations.

3. Activity for Expression of Cause:

- **Objective:** Develop analytical skills and professional communication by identifying causes and implications.
- **Activity:** Provide students with case studies or news articles describing workplace issues or challenges. Ask them to analyze the causes behind the problems presented and express their findings using expressions of cause (e.g., parce que, car). Students should also discuss the potential consequences or impacts of these causes on the organization or individuals involved. This activity encourages students to think critically, communicate effectively, and consider the broader implications of various factors in professional contexts.

1. LA COMMUNICATION

Employability Skill Development for Spoken French

Objective: To equip students with the spoken French skills needed for professional settings, enhancing their employability by improving their ability to communicate effectively in the workplace.

Skills Developed:

1. **Professional Vocabulary and Terminology:** Acquiring industry-specific vocabulary and professional phrases.
2. **Effective Communication:** Developing clarity, precision, and professionalism in spoken French.
3. **Presentation Skills:** Enhancing the ability to deliver clear and engaging presentations.
4. **Interpersonal Communication:** Improving the ability to interact with colleagues, clients, and stakeholders.

5. Cross-Cultural Competence: Understanding and navigating cultural differences in professional contexts.

Activity Suggestions:

1. Professional Vocabulary and Terminology

- Activity: Industry-Specific Vocabulary Workshops
 - Description: Organize workshops focused on industry-specific vocabulary, such as business, healthcare, tourism, or technology. Use real-world scenarios and role-playing exercises to practice using this vocabulary in context. Provide glossaries and practice exercises tailored to different professional fields.

2. Effective Communication

- Activity: Mock Interviews and Business Meetings
 - Description: Conduct mock interviews and business meeting simulations. Provide students with common interview questions and meeting agendas. They should practice giving concise and clear answers, making proposals, and discussing topics professionally. Record sessions for feedback and improvement.

3. Presentation Skills

- Activity: Professional Presentations
 - Description: Have students prepare and deliver presentations on professional topics related to their field of interest. Focus on structure, clarity, and engagement. Use tools like PowerPoint to aid their presentations, and provide feedback on their delivery, including pronunciation, pacing, and audience interaction.

4. Interpersonal Communication

- Activity: Networking Events and Role-Play
 - Description: Simulate networking events where students practice introducing themselves, discussing their skills and experiences, and exchanging contact information. Use role-playing to practice different scenarios, such as negotiating, conflict resolution, and collaborative problem-solving.

5. Cross-Cultural Competence

- Activity: Cultural Sensitivity Training
 - Description: Conduct sessions on cultural differences and their impact on professional communication. Use case studies and role-plays to practice navigating these differences in a respectful and effective manner. Discuss topics like etiquette, body language, and communication styles in various French-speaking regions.

By incorporating these activities into the curriculum, students will develop essential employability skills in spoken French, making them more competitive in the job market and more effective in professional environments. These activities are designed to be practical, interactive, and directly relevant to real-world professional scenarios

1. La rédaction d'email

The topic of email writing is highly relevant to employability as it directly relates to professional communication skills, which are essential in the workplace. Here's an activity that focuses on employability:

Activity: Mock Job Application Email Objective: To practice writing a professional job application email. Activity: Provide students with a fictional job posting for a position relevant to their field of study or career interests. Ask them to imagine themselves as candidates applying for this position and to draft a job application email.

Instructions:

1. Provide students with a fictional job posting, including details such as the job title, company name, job description, required qualifications, and application deadline.
2. Ask students to research the company and position to tailor their application accordingly.
3. Instruct students to compose a professional email applying for the job. The email should include:
 - A clear subject line indicating the position they are applying for.
 - A brief introduction expressing interest in the position and explaining how they learned about it.
 - A summary of their qualifications, skills, and experiences relevant to the job requirements.
 - Any additional information or accomplishments that make them a strong candidate.
 - A polite closing expressing gratitude for the opportunity and willingness to provide further information if needed.
4. Encourage students to proofread their email for grammar, spelling, and punctuation errors before sending.
5. After completing their emails, students can share them with a partner or small group for peer review and feedback. They can provide constructive criticism on clarity, professionalism, and effectiveness.

6. Finally, discuss as a class the importance of professional email communication in the job application process and the key elements of an effective job application email.

By engaging in this activity, students not only enhance their email writing skills but also develop valuable employability skills such as professionalism, communication, and attention to detail

Assignment:

1. Exhibition

Question paper model:

1. TRADUISEZ EN ANGLAISE (K3)

A. Un seul reste agile et Zadig est heureux de trouver un bon ministre des finances
Ce texte est aussi l'occasion pour Voltaire de faire la satire des rois et des courtisans, des financiers ou encore des hommes d'Eglise.

Le roi Nabussan confia sa peine au sage Zadig. « Vous qui savez tant de belles choses, lui dit-il , ne sauriez -vous point le moyen de trouver un trésorier qui me vole point? – Assurément , répondit Zadig, je sais une façon infallible de vous donner un homme qui ait les mains nettes. » Le roi, charmé, lui demanda en l'embrassant comment il fallait s'y prendre. « Il n'y a, dit Zadig, qu'à faire danser tous ceux qui se présenteront pour la dignité de trésorier, et celui qui dansera avec le plus de légèreté sera infailliblement le plus honnête homme. – Vous vous moquez, dit le roi ; voilà une plaisante façon de choisir un receveur de mes finances.

Part- B (3x10=30)

2. Lisez le texte et répondez aux questions (5x2=10 marks)(K2)

Une Journée à la Plage

C'était une journée ensoleillée d'été lorsque Marie et ses amis ont décidé d'aller à la plage. Ils ont préparé leur sac avec des serviettes, des crèmes solaires et des jeux de plage. Arrivés sur le sable chaud, ils ont étendu leurs serviettes et se sont lancés dans une partie de beach-volley.

Après avoir joué pendant un moment, ils ont décidé de se baigner. L'eau était fraîche et rafraîchissante. Ils ont nagé, plongé et fait des châteaux de sable sur la plage.

En fin d'après-midi, ils ont savouré un pique-nique sous un parasol. Ils ont mangé des sandwichs, des fruits frais et des biscuits.

Le soleil commençait à se coucher lorsque Marie et ses amis ont plié leurs affaires et sont rentrés chez eux, fatigués mais heureux de leur journée à la plage.

Questions

1. Quelle était la météo lors de la journée à la plage ?
2. Quels articles ont-ils emportés dans leur sac pour la plage ?
3. Qu'ont-ils fait après avoir étendu leurs serviettes sur le sable ?
4. Décrivez les activités qu'ils ont faites dans l'eau.
5. Comment se sentaient-ils à la fin de la journée ?

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

1. Décrivez le personnage de Meursault dans le roman *Le mort de maman*
Par Albert Camus
2. Résumez le poème « La cigale et la Fourmi »
3. Quelle leçon l'auteur apprend-il à la fin du texte et comment l'apprend-il
dans le texte « L'égoïste puni Par Pierre Perrault »

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

- a. Répondre à un e-mail d'un client qui s'informe sur sa commande retardée.
- b. Répondre à un e-mail d'un client qui demande le retour d'un produit."

c."E-mail au principal du collège en réponse à une offre d'emploi

Part C (10x5=50 marks)

1. Répondez aux questions en utilisant « le », « la », « l' » ou « les ».(K3)

Exemple : Elle fait sa commande par Internet. → Oui, elle **la** fait par Internet.

.

a. Elle fait ses courses en ligne? → Oui, Elle

.....

b. Tu prends ce portable ? → Oui, je

c. On allume l'ordinateur? → Oui, on

.....

d. Il télécharge ces films? → Oui, il

.....

e. Ils piratent les sites? → Oui, ils

.....

2. Complétez les phrases par « lui » ou « leur ».(K2)

Exemple : « Qu'est-ce que tu enseignes aux enfants? » « Je **leur** enseigne l'informatique. »

a. « Connais-tu ces élèves depuis longtemps? » « Depuis que je
Enseigne les mathématiques. »

b. « Qu'attendez-vous des étudiants? » « On demande de
participer aux cours. »

c. « Quelle réponse donnera-t-elle au professeur? » « Elle dira qu'elle est d'accord. »

d. « Tu vois souvent tes camarades de lycée? » « Oui, je Propose souvent de sortir avec moi. »

e. « Les enseignants ont des problèmes avec ces écoliers? » « Oui, ils ne Obéissent pas. »

3. Mettez le verbe au singulier. (K3)

Exemple : Faites les courses autrement. → **Fais** les courses autrement.

a. Pensez aux produits bio. →

.....

b. Prenez du lait et des fromages fermiers. → .

.....

c. Achetez des légumes locaux. →

.....

d. Choisissez des fruits de saison. →

.....

e. Comparez les prix. →

.....

4. Récrivez la phrase correcte (K2)

- a) Je doute que tu (comprennes / comprends) mes explications.
- b) Il est impossible qu'il (se guérit / se guérisse) en un mois.
- c) Il est peu probable que vous (ayez / aurez) cours mardi prochain.
- d) Je ne suis pas certaine que vous (reconnaissez / reconnaissez) mes parents.
- e.) Tu penses qu'il (ment / mente).

5. Mettez les verbes au subjonctif (K3)

- a) Je souhaite que vous (visiter) mon village natal.
- b) Il faut que les apprenants (lire) tous les jours un petit texte en français.
- c) Penses-tu qu'elle (Être) fâchée avec toi.
- d) Il est temps que nous (Rentrer) chez nous.
- e) Il est urgent que la secrétaire (Prendre) un rendez-vous avec le ministre.

6. Mettez les verbes au plus-que-parfait(K2)

- a) Il était écrivain et il (Faire) ses études à l'École Normale Supérieure.
- b) Ma grand-mère avait mal au dos depuis qu'elle (Tomber) du lit.
- c) Je cherche le livre que mon père m' (Offrir) pour mon 20e anniversaire.
- d) La nuit tombait. Mon fils (ne pas encore rentrer).
- e) Elle porte toujours les boucles d'oreille en diamant que ses parents lui (Acheter) pour son mariage.

7.. Complétez par «pour» ou «pour que».(K1)

1. Il a annoncé la nouvelle tout le monde soit au courant.
2. J'ai loué une camionnette..... faire mon déménagement.
3. Elle lit beaucoup se cultiver.
4. Il part faire du ski se changer les idées.
5. J'ai donné les clés à la concierge elle ouvre la porte au livreur.

8. Formez une phrase en utilisant « comme » ou « parce que ».(K3)

Exemple : Il pleut. / Les routes sont glissantes. → Comme il pleut, les routes sont glissantes.

1. Nous avons une connexion Internet à haut débit. / Nous pouvons envoyer des messages facilement.
2. Ils ont beaucoup d'argent. / Ils partent souvent en voyage.
3. Sa maison est vraiment sale. / Elle ne fait pas souvent le ménage.
4. Ils adorent la peinture hollandaise. / Ils visitent souvent les musées des Pays-Bas.
5. Le petit garçon a été puni. / Il a fait une grosse bêtise.

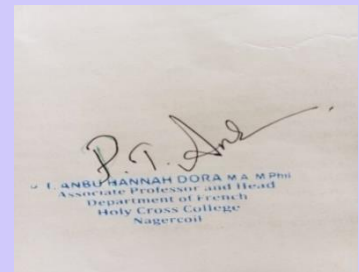
9. Complétez par « tel(le)s », « tellement », « trop ».(K1)

1. Il y a eu une _____ tempête de vent que beaucoup de fenêtres ont été Cassées.
2. Ils sont _____ inquiets qu'ils ne peuvent pas dormir.
3. Je suis _____ fatigué pour sortir ce soir.
4. Nos bagages étaient _____ lourds pour que nous puissions les Soulever.
5. Elle chante _____ bien qu'elle a obtenu un engagement à l'Opéra-Bastille.

10. Transformez en utilisant « par + nom ».(K2)

Exemple : Il a mangé un bonbon parce qu'il est gourmand. → Il a mangé un bonbon par gourmandise.

1. Il a fait ça parce qu'il l'aimait. -
2. Elle n'a pas réagi parce qu'elle avait peur. -
3. Ils lui ont prêté de l'argent parce qu'ils sont amis. -
4. Elle n'a pas demandé d'aide parce qu'elle est orgueilleuse. -
5. Il n'a pas étudié parce qu'il est paresseux. -



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