

**Holy Cross College (Autonomous), Nagercoil-629004**  
**Kanyakumari District, Tamil Nadu.**

**Nationally Accredited with A+ by NAAC IV cycle – CGPA 3.35**

*Affiliated to*

**Manonmaniam Sundaranar University, Tirunelveli**



**DEPARTMENT OF FRENCH**  
**SYLLABUS FOR UNDERGRADUATE PROGRAMME**



**TEACHING PLAN**  
**ODD SEMESTER 2024 - 2025**

## **VISION**

To help students to enhance their national and international career options through additional foreign language learning so as to sync goals of the department with those of the institution.

## **MISSION**

To introduce the rudiments of French Language, Literature and Translation towards employability-oriented proficiency.

# 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	<b>K1</b>
CO2	Define and describe the various grammatical tenses and use them to communicate in French	<b>K2</b>
CO3	Examine the various documents presented and discuss and reply to the questions asked on it	<b>K2 and K3</b>

<b>CO4</b>	Analyze and interpret expressions used to convey the cause, the effect, the purpose, and the opposition in French	<b>K4</b>
<b>CO5</b>	Evaluate the grammatical nature present in passages	<b>K5</b>

## Teaching plan

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

<b>Unit</b>	<b>Module</b>	<b>Topic</b>	<b>Teaching hours</b>	<b>Cognitive level</b>	<b>Pedagogy</b>	<b>Assessment Evaluation</b>
<b>I</b>		<b>L'introduction à la langue Française</b>				
		1. L'alphabets 2. Les conjugaisons 3. Les pronoms sujet 4. Avoir et être 5. ER verbs , ger, cer,yer,etc. 6. Les noms 7. Les articles 8. La négation 9. Les nombres 0-100 10. Les jours de la semaine 11. Les mois de l'année 12. Les articles contractés 13. Adjectifs possessifs 14. Verbes reflexive	14	K1	1. Visual Aids 2. pronunciation practice 3. Listening exercises 4. Verb Conjugation Practice 5. Explanation and Examples 6. numbers- digit and words	1. Alphabet memory games 2. Oral assessment 3. Sentence Completion 4. Multiple-Choice Questions 5. Conduct pronunciation Assesments 6. Solve mathematical Problem 7. conjugation puzzles

		<b>SALUT!</b>				
		<b>Objectifs de communication:</b> <ol style="list-style-type: none"> <li>1. Saluer.</li> <li>2. Entrer en contact avec quelqu'un.</li> <li>3. Se présenter.</li> <li>4. S'excuser.</li> </ol>	1	K2	<ol style="list-style-type: none"> <li>1.Presentation and Vocabulary</li> <li>2.Role Play</li> <li>3.Cultural contest</li> </ol>	<ol style="list-style-type: none"> <li>1.Oral Interaction</li> <li>2.Dialogue and</li> <li>3.conversation</li> </ol>
		<b>Activités de réception et de production orales:</b> <ol style="list-style-type: none"> <li>1. Comprendre des personnes qui se saluent.</li> <li>2. Échanger pour entrer en contact, se présenter, saluer, s'excuser.</li> <li>3. Communiquer avec tu ou vous.</li> <li>4. Comprendre les consignes de classe.</li> <li>5. Épeler son nom et son prénom.</li> <li>6. Compter jusqu'à 10.</li> </ol>	2	K2	<ol style="list-style-type: none"> <li>1.Vocabulary</li> <li>2.Expansion</li> <li>3.Multimedia Resources</li> <li>4.Provide listening exercises</li> <li>5.Introduce common greeting</li> </ol>	<ol style="list-style-type: none"> <li>1.Verbal Assessment</li> <li>2.Scenario-Based Questions</li> <li>3.Counting Exercises</li> <li>4.Role Play</li> <li>Oral assesment</li> </ol>

		<b>Activités de réception et de production des écrits:</b> <ol style="list-style-type: none"> <li>1. Découvrir l'alphabet et l'écrit.</li> <li>2. Identifier quelques sigles.</li> <li>3. Utiliser les formules de politesse</li> </ol>	1	K3	Contextualized Activities Pair or Group Work	Quiz
		<b>Savoirs linguistiques:</b> <ol style="list-style-type: none"> <li>1. Tu ou vous ?</li> <li>2. Les jours de la semaine</li> <li>3. Quelques formules de politesse</li> <li>4. L'alphabet et quelques sigles</li> <li>5. Quelques consignes de classe Je, tu, vous, il, elle</li> <li>6. Être</li> <li>7. Quelques nationalités</li> <li>8. Masculin et féminin</li> <li>9. Les nombres de 0 à 10</li> </ol>	4	K3&K4&K1	<ol style="list-style-type: none"> <li>1.Explanation and Examples</li> <li>2.Discuss the cultural difference in politeness</li> <li>3.Pronunciation practice</li> <li>4.Introduce common abbreviation</li> <li>5.Common Classroom instruction</li> <li>6.Common nationalities</li> </ol> <p>Concept of gender</p>	<ol style="list-style-type: none"> <li>1.Scenario-Based Questions</li> <li>2.Role play activity</li> <li>3.Listening Comprehension</li> <li>4.Project- apply the linguistic knowledge in real life situation</li> </ol>
<b>II</b>		<b>ENCHANTÉ!</b>				
		<b>Objectifs de communication:</b> <ol style="list-style-type: none"> <li>1. Demander de se présenter</li> <li>2. Présenter quelqu'un.</li> </ol>	1	K3	Sentence Construction	Dialogue writing

		<b>Activités de réception et de production orales:</b> <ol style="list-style-type: none"> <li>1. Comprendre les informations essentielles dans un échange en milieu professionnel.</li> <li>2. Échanger pour se présenter et présenter quelqu'un</li> </ol>	2	K1	1.Listening Practice 2.Writing Practice	1.Assessment activities 2.Participation and Discussion 3.Quiz 4.Speaking Assessments
		<b>Activités de réception et de production des écrits:</b>  Se présenter sur un blogue..	1	K6	1.How to create a blogue 2.Conduct listening activity	1.Presentation 2.Create a blogue 3.Introducing themselves
		<b>Savoirs linguistiques:</b> <ol style="list-style-type: none"> <li>1. La négation : ne... pas</li> <li>2. Les adjectifs possessifs (1)</li> <li>3. Être, avoir + quelques verbes en -er</li> <li>4. C'est, il est</li> <li>5. L'interrogation par l'intonation</li> <li>6. Quelques professions</li> <li>7. Les nombres de 11 à 69</li> <li>8. Oui, non, si</li> </ol>	4	K1&K2&K3	1.Question using Oui, non, si 2.Introducing professions 3.Rewrite the sentence using negation 4.Être, avoir + quelques verbs en-er 5.Difference between C'est or, il est 6.Questions using intonation	1.Sentence Formation 2.Writing Tasks 3.Filling the missing numbers 4.Short answer question
<b>III</b>		<b>J'ADORE!</b>				



		<p><b>Objectifs de communication:</b> Exprimer ses goûts Échanger sur ses projets.</p>	2	K3	<p>1.Vocabulary related to likes and dislikes 2.Sentence structure 3.Relevant verbs about future actions 4.Audio video recording of native speaker</p>	<p>1.Role play activities 2.Short paragraph about likes and dislikes 3.Conduct oral assessments</p>
		<p><b>Activités de réception et de production orales:</b></p> <ol style="list-style-type: none"> <li>1. Dans une soirée de rencontres rapides, comprendre des personnes qui échangent sur elles et sur leurs goûts.</li> <li>2. Comprendre une personne qui parle des goûts de quelqu'un d'autre</li> <li>3. Exprimer ses goûts.</li> <li>4. Comprendre une demande laissée sur un répondeur téléphonique.</li> <li>5. Parler de ses projets de week-end</li> </ol>	2	K4	<p>1.listening excersises 2. comprehension Questions 3.personal preference disscussion 4.Listening excersises</p>	<p>1.Scenario-Based Questions 2.Individual presentation 3.MCQ</p>

		<b>Activités de réception et de production des écrits:</b> <ol style="list-style-type: none"> <li>1. Compléter une fiche d'inscription.</li> <li>2. Remplir un chèque bancaire.</li> <li>3. Comprendre de brefs messages et pense-bêtes</li> </ol>	2	K3	<ol style="list-style-type: none"> <li>1. Sample registration form filling</li> <li>2. Filling of Bank check</li> <li>3. Understanding short messages, like e-mail text message, task reminders, shopping list</li> </ol>	<ol style="list-style-type: none"> <li>1. Check Writing proficiency</li> <li>2. Message comprehension</li> <li>3. Error correction</li> </ol>
		<b>Savoirs linguistiques:</b> <ol style="list-style-type: none"> <li>1. Aller</li> <li>2. Moi aussi</li> <li>3. Nous, ils, elles</li> <li>4. La conjugaison (complète) des verbes en -er, être et avoir</li> <li>5. Faire du, de V, delà + sport</li> <li>6. Les nombres après 69</li> <li>7. On = nous</li> <li>8. Le futur proche</li> <li>9. Quelques indicateurs de temps (1)</li> <li>10. Les adjectifs possessifs (2)</li> </ol>	4	K1&K2&K3	<ol style="list-style-type: none"> <li>1. Introduce verb aller</li> <li>2. teach pronoun in different context</li> <li>3. Review of Conjugation</li> <li>4. Usage of faire</li> <li>5. Introduce number beyond 69</li> <li>6. teach the usage of "on"</li> <li>7. the concept of near future</li> <li>8. time indicators</li> <li>9. Indicate ownership or belonging</li> </ol>	<ol style="list-style-type: none"> <li>1. quiz</li> <li>2. speaking activities</li> <li>3. listening comprehension</li> <li>4. vocabulary and grammar exercise</li> </ol>
<b>IV</b>		<b>TU VEUX BIEN!</b>				

		<b>Objectifs de communication:</b> <ol style="list-style-type: none"> <li>1. Demander à quelqu'un de faire quelque chose.</li> <li>2. Demander poliment.</li> <li>3. Parler d'actions passées.</li> </ol>	2	K2	<ol style="list-style-type: none"> <li>1. Create various real life scenarios</li> <li>2.</li> </ol>	<ol style="list-style-type: none"> <li>1. polite request practice</li> <li>2. personal stories</li> <li>3. Formative Assesments</li> </ol>
		<b>Activités de réception et de production orales:</b> <ol style="list-style-type: none"> <li>1. Comprendre une personne qui demande un service à quelqu'un.</li> <li>2. Demander à quelqu'un de faire quelque chose.</li> <li>3. Imaginer et raconter au passé à partir de situations dessinées.</li> </ol>	3	K2	<ol style="list-style-type: none"> <li>1. Picture Story telling</li> <li>2. dialogue practice</li> </ol>	<ol style="list-style-type: none"> <li>1. Story telling evaluation</li> <li>2. dialogue practice Assesments</li> </ol>
		<b>Activités de réception et de production des écrits:</b> <ol style="list-style-type: none"> <li>1. Comprendre le récit d'actions passées dans un message électronique.</li> <li>2. Écrire un message électronique pour demander de l'aide</li> </ol>	2	K2	<ol style="list-style-type: none"> <li>1. Reading comprehension</li> <li>2. Model e-mails</li> <li>3. vocabulary and language Practice</li> </ol>	<ol style="list-style-type: none"> <li>1. E-mail writing task</li> <li>2. Vocabulary and language assesments</li> </ol>

		<b>Savoirs linguistiques:</b> <ol style="list-style-type: none"> <li>1. Il y a</li> <li>2. Les articles définis et indéfinis</li> <li>3. Les marques du pluriel des noms</li> <li>4. Les pronoms après une préposition (avec lui, chez moi)</li> <li>5. Le passé composé (1)</li> <li>6. Pouvoir, vouloir, venir, connaître</li> </ol>	3	K1&K2&K3	<ol style="list-style-type: none"> <li>1.Vocabulary and grammar practice</li> <li>2.reading and comprehension activities</li> <li>3. Writing tasks</li> </ol>	<ol style="list-style-type: none"> <li>1.Vocabulary and grammar quizzes</li> <li>2. writing assesments</li> </ol>
<b>V</b>		<b>ON SE VOIT QUAND?</b>				
		<b>Objectifs de communication:</b> <ol style="list-style-type: none"> <li>1. Proposer, accepter, refuser une invitation.</li> <li>2. Indiquer la date.</li> <li>3. Prendre et fixer un rendez- des amis, par vous. téléphone</li> <li>4. Demander et indiquer, l'heure.</li> </ol>	3	K2	<ol style="list-style-type: none"> <li>1.Teach common phraces and expressions for making invitation</li> <li>2.Date related information</li> <li>3.vocabulay related to making phone calls ,arranging oppointments</li> <li>4.time</li> </ol>	<ol style="list-style-type: none"> <li>1.phone call conversation</li> <li>2.prepare invitation cards</li> </ol>

		<p><b>Activités de réception et de production orales:</b></p> <ol style="list-style-type: none"> <li>1. Comprendre un message d'invitation sur un répondeur téléphonique.</li> <li>2. Inviter quelqu'un, accepter ou refuser l'invitation.</li> <li>3. Comprendre des personnes qui fixent un rendez-vous par téléphone.</li> <li>4. Prendre un rendez-vous par téléphone.</li> <li>5. Discussion &amp; Paragraph writing</li> </ol>	2	K2&K6	<ol style="list-style-type: none"> <li>1. Vocabulary related to invitation and voice mail messages</li> <li>2. fixing an appointment through telephone</li> <li>3. Accept and refuse invitation</li> </ol>	<ol style="list-style-type: none"> <li>1. performance Assesment</li> <li>2. Reply to the invitation</li> </ol>
		<p><b>Activités de réception et de production des écrits:</b></p> <ol style="list-style-type: none"> <li>1. Comprendre les Informations de cartons d'invitation.</li> </ol>	1	K2	<ol style="list-style-type: none"> <li>1. Providing sample invitation card</li> <li>2. purpose of the invitation cards</li> <li>3. vocabulary and key concepts</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehensive assesments</li> <li>2. invitation rewrite</li> <li>3. invitation analysis</li> <li>4. create a invitation</li> </ol>

		<b>Savoirs linguistiques:</b> 1. Les pronoms compléments directs me, te, nous, vous 2. Pourquoi ? Parce que 3. Quel(s), quelle(s) 4. L'interrogation avec est-ce que 5. Finir, savoir 6. L'heure et la date 7. Les mois de l'année 8. Quelques indicateurs de temps (2)	4	K1&K2&K3	1.Introduce direct object pronoun, interrogative adjective 2.Practice activities 3. question forming 4.vocabulary related to time days of week month of year 5.formation of question 6. practical activities	1.Short Test 2.Question answer discussion 3.Vocabulary and Language 4.Exercises 5. prepare time schedule or time table using the expression 6. create time line activities
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### **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:

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### **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 : *1 d 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 = , <sup>J</sup>

huit - deux =

sept - quatre =

deux + quatre =

**Traduisez en anglais K3**

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

**Choisissez le verbe qui convient. K1**

1. Fabienne est française. Elle (vient / habite) à Paris.
2. Frédéric n'est pas suisse, il (vient / travaille) à Genève.
3. Blandine (travaille / vient) de Mexico.
4. Barbara (travaille / 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 japonais.
  4. Le père d'Aiko parle japonais.

**Conjuguez les verbes au présent. K3**

1. On (diner) ..... ensemble ce soir ? Tu (être) libre ?
2. On (avoir) un nouveau professeur de français.
3. Vous (aimer) ..... le tennis ? alors, on (jouer) ?
4. Demain, on (aller) au château de Versailles !
5. Et oui, en avril, on (déménager) à Grenoble.

## 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

Unit	Module	Topic	Teaching hours	Cognitive level	Pedagogy	Assessment Evaluation
<b>I</b>	12					
	a	1. Nos études par Agota Kristof	4	Analyzing and Evaluating	Group Discussion, Literary Analysis, Creative Response (Participatory Learning)	Essay Writing, Group Discussion Participation, Critical Analysis
	b	2. Le présent des verbes « avoir » et « être » (rappel du présent)	4	Understanding and applying	Direct Instruction, Guided Practice, Interactive Exercises (Problem solving method)	Quizzes, Verb Conjugation Exercises, Written Responses
	c	3. Le présent des verbes en -er / -ir	4	Applying and Analyzing	Practice Worksheets, Verb Conjugation Drills, Sentence Construction Activities (Experiential learning/task based learning)	Verb Conjugation Quizzes, Sentence Completion Exercises
<b>II</b>	12					

	a	Les feuilles mortes par Anatole France	4	Evaluating and Creating	Blended learning Close Reading, Literary Analysis, Creative Writing (Participative learning)	Literary Analysis Essays, Discussion Participation, Creative Interpretation
	b	2. Le passé composé avec avoir/ être	4	Applying and Analyzing	Grammar Exercises, Verb Conjugation Practice, Sentence Formation Activities (Experiential learning/ Flipped classroom)	Verb Conjugation Quizzes, Sentence Translation Exercises
	c	3. Les verbes pronominaux	4	Understanding and Applying	Instructional Videos, Interactive Tutorials, Guided Practice (Participative learning)	Pronominal Verb Exercises, Fill-in-the-Blank Activities, Written Responses
<b>III</b>	12					
	a	1. Demain des l'aube par Victor Hugo	4	Analyzing and Evaluating	Close Reading, Literary Analysis, Discussion (Participative learning)	.Quiz (nearpod) Poetry Analysis Paragraph, Discussion Participation, Critical Thinking Questions

	b	. Le futur simple	4	Applying and Analyzing	Verb Conjugation Drills, Future Tense Exercises, Speaking Activities  (Experiential learning/ collaborative learning )	.Comprehension Verb Conjugation Quizzes, Dialogue Writing, Oral Presentations
	c	3. L'imparfait	4	Understanding and Applying	PPT (Gamma) Guided Practice, Narrative Writing Exercises, Storytelling Activities  (Participative learning)	Imparfait usage Quizzes, Story Completion Tasks, Written Narratives

<b>IV</b>	12					
	a	1. Estula- auteur anonyme	4	Evaluating and Creating	Flipped classroom Close Reading, Literary Analysis, Creative Writing (Participative learning)	.Paragraph writing .Poetry Analysis 3. Visual representation Literary Analysis Essays, Discussion Participation, Creative Interpretation
	b	Les pronoms relatifs	4	Understandin g and Applying	Instructional Videos, Interactive Tutorials, Guided Practice (Experiential learning /inquiry based learning)	Relative Pronoun Exercises, Fill-in- the-Blank Activities, Written Responses
	c	. Le Conditionne l	4	Applying and Analyzing	Grammar Exercises, Conditional Sentence Formation, Role- playing Scenarios (Problem solving skill )	Grammar Exercises, Conditional Sentence Formation, Role- playing Scenarios
<b>V</b>			12			



	a	La tortue et le chien par Paul Arine	4	Analyzing and Evaluating	Close Reading, Literary Analysis, Creative Writing (Participative learning)	Literary Analysis paragraph, Discussion Participation, Creative Interpretation
	b	La comparaison	4	Understanding and Applying	Comparative Analysis, Visual Aids, Group Discussion (Problem solving/ visual learning)	Comparative Analysis Essays, Group Presentations, Visual Comparisons
		La préparation de repas	4	Applying and Creating	Hands-on Cooking Activities, Menu Planning, Recipe Modification Cooking demonstration 2. Recipe modification (Experiential learning)	Meal Preparation Projects, Menu Analysis, Cooking Competitions Recipe presentation

### 1. Course Focussing on 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.

## **4. 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-carb). 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

5. 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 ou 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.

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#### **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?