

SEMESTER I

Teaching Plan

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

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

Objectives

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

CO	Course Outcomes	Cognitive level
CO1	Identify the basic French sentence structure	K1
CO2	Define and describe the various grammatical tenses and use them to communicate in French	K2
CO3	Examine the various documents presented and discuss and reply to the questions asked on it	K2 and K3

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

Teaching plan

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

Unit	Module	Topic	Teaching hours	Cognitive level	Pedagogy	Assessment Evaluation
I		L'introduction à la langue Française				
		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

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

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

		Activités de réception et de production orales: <ol style="list-style-type: none"> 1. Comprendre les informations essentielles dans un échange en milieu professionnel. 2. Échanger pour se présenter et présenter quelqu'un 	2	K1	1.Listening Practice 2.Writing Practice	1.Assessment activities 2.Participation and Discussion 3.Quiz 4.Speaking Assessments
		Activités de réception et de production des écrits: 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
		Savoirs linguistiques: <ol style="list-style-type: none"> 1. La négation : ne... pas 2. Les adjectifs possessifs (1) 3. Être, avoir + quelques verbes en -er 4. C'est, il est 5. L'interrogation par l'intonation 6. Quelques professions 7. Les nombres de 11 à 69 8. Oui, non, si 	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
III		J'ADORE!				

		<p>Objectifs de communication: 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>Activités de réception et de production orales:</p> <ol style="list-style-type: none"> 1. Dans une soirée de rencontres rapides, comprendre des personnes qui échangent sur elles et sur leurs goûts. 2. Comprendre une personne qui parle des goûts de quelqu'un d'autre 3. Exprimer ses goûts. 4. Comprendre une demande laissée sur un répondeur téléphonique. 5. Parler de ses projets de week-end 	2	K4	<p>1.listening excercises 2. comprehension Questions 3.personal preference disscussion 4.Listening excersises</p>	<p>1.Scenario-Based Questions 2.Individual presentation 3.MCQ</p>

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

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

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

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

		Savoirs linguistiques: 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 = , ^J

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 plait ? Oui, commencez, Barbara, d'accord

Choisissez le verbe qui convient. K1

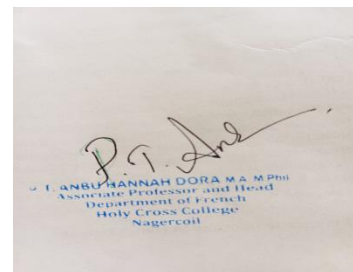
1. Fabienne est française. Elle (vient / habite) à Paris.
2. Frédéric n'est pas suisse, il (vient / travaille) à Genève.
3. Blandine (travaille / vient) de Mexico.
4. Barbara (travaille / vient) de Varsovie.

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

Department : French
Class : II YEAR
Title of the Course : Initiation to French Literature - I
Semester : III
Course Code : FL2031

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FL2031	4	1	-	1	3	6	60	25	75	100

OBJECTIVES:

Course outcome

CO No.	Upon completion of the course the students will be able to	Cognitive level
CO -1	Understand simple literary texts in French	K2
CO-2	enhance the writing skills through detailed grammar	K3
CO-3	comprehend the knowledge on French civilization	K1
CO-4	reflect the humanistic value	K3
CO-5	analyze the oral story telling tradition	K4

Unit	Module	Topic	Teaching hours	Cognitive level	Pedagogy	Assessment Evaluation
I						
	a	Les présents de l'indicatif	4	K2	1.Explanation and Examples 2.Verbal Practice 3.Writing Prompts	1.Oral Assessment Written 2.Assignments Quizzes/Tests
	b	Les articles définis	2	K1	1.Explanation and Examples	1.Sentence Completion Exercises
	c	Les articles indéfinis	2	K1	1.Sentence Construction	1.Error Correction
	d	Les articles partitifs	2	K1	1.Vocabulary Practice	1.Quizzes/Tests 2.Class Participation
	e	Le passé récent	2	K3	1.Explanation and Practice Contextualized activity	1.Assessment activities
	f	Le passé composé	4	K3	1.Explanation and Practice	1.Guided Practice exercises 2.Transformation of Present tense to Passé composé
II						

	a	Le plus-que-parfait	3	K4	1.Explanation and Examples Practice exercises 2. Verb drills	1.Conjugation Exercises 2.Quizzes/Tests 3.Oral assessment
	b	Les pronoms personnels toniques	3	K2	1.Sentence Construction 2.Introduction to the author 3.Introduction to the author 4.Listening Practice 5.Writing Practice	1.Sentence Completion 2.Exercises Class Participation
	c	Les doubles pronoms personnels	3	K3	1.Explanation and Examples 2.Listening Practice	1.Sentence Completion Exercises 2.Listening Comprehension Questions
	d	Le Gérondif	3	K3	1.Writing Prompts 2. Verb drills	1.Gérondif Formation 2.Exercises Oral assessment
	e	Le participe présent	3	K3	1.Explanation and Examples 2.Vocabulary Expansion	1.Quizzes/Tests 2.Class Participation
III						
	a	L'expression du future	3	K3	1.Practice exercises 2.Reading Comprehension	1.Quizzes/Tests 2.Oral assessment

	b	Le futur Antérieur	3	K2	1.Writing Prompts 2.Verb drills	1.Conjugation Exercises 2.Quizzes/Tests
	c	Les verbes avec ou sans préposition	3	K2	1.Explanation and Examples	1.Sentence Construction 2.Exercises Oral assessment
	d	L'expression du passif	3	K4	1.Concept Reinforcement 2.Sentence Transformation	1.Oral Assignments 2.Writing Assignments
	e	Le conditionnel présent	3	K3	1.Explanation and Examples 2.Practice exercises	1.Worksheet on grammar exercises
IV						
	a	Familial	3	K6	1.Analysis of the poem 2.question and answer discussion	1.Poetry Analysis 2.Paragraph writing
	b	Chanson des oiseaux	2	K6	1.Reading and explanation 2.Introduction to the author	1.Paragraph writing 2.Poetry analysis 3.Oral presentation
	c	Rusé comme un lièvre	3	K5&K6	1.Introduction to the author 2.Literary Analysis 3.Summary of the story 4.reading and translation	1.Creative writing 2.Comprehension Questions 3.Vocabulary and Language Exercises

V						
	a	Portrait du jeune d'Artagnan	3	K3&K4	1.Introduction to the author 2.Reading and explanation 3.translation	1.Comprehension question 2.Paragraph writing
	B	Les sports les plus pratiqués en France.	3	K3&K6	1.Vocabulary building 2.Reading and discussion	1.Debate and opinion 2.Writing assignment

Course Focussing on Skill Development :

Title of the Course : Initiation to French Literature - I

Semester : III

Course Code : FL2031

Les présents de l'indicatif

Verb Conjugation Practice: Provide a list of common verbs in French and have students practice conjugating them in the present tense.

Sentence Formation: Give students a set of subject pronouns and verbs in the infinitive form. They should create sentences in the present tense using the appropriate verb conjugations.

Les articles définis

Identification Activity: Provide a list of nouns in French and have students identify the corresponding definite articles.

Group Discussion: Assign topics for group discussions where students need to use definite articles when referring to specific nouns or objects.

Writing Practice: Assign writing tasks where students need to describe people, objects, or places using definite articles.

Les articles indéfinis

Matching Exercise: Provide a list of nouns and a separate list of indefinite articles. Students should match the nouns with the appropriate indefinite articles.

Reading Comprehension: Provide short texts or passages where students need to identify and highlight the indefinite articles used.

Writing Tasks: Assign writing tasks where students need to describe or narrate events using indefinite articles.

Les articles partitifs

Food and Beverage Activity: Bring in a variety of food and beverage items. Students should use partitive articles when describing the quantity of each item.

Menu Creation: Have students create menus for a restaurant, using partitive articles to indicate portion sizes.

Le passé récent

Conversation Practice: Create conversation prompts where students need to discuss recent events or activities using the passé récent.

Interview Activity: Students pair up and interview each other about their recent experiences, using the passé récent to ask and answer questions.

Le passé composé

Verb Conjugation Practice: Provide a list of irregular verbs in the passé composé and have students practice conjugating them.

Storytelling: Assign students to create and share stories using the passé composé to narrate past events.

Le plus-que-parfait

Storytelling: Ask students to create and share stories using the plus-que-parfait tense to narrate events that happened before other past events.

Sentence Completion: Provide incomplete sentences and ask students to complete them using the appropriate form of the plus-que-parfait tense.

Les pronoms personnels toniques

Dialogue Creation: Pair up students and have them create dialogues using toniques pronouns to express emotions, opinions, or preferences.

Sentence Construction: Provide prompts or sentence fragments that require the use of toniques pronouns. Students should create complete sentences using the correct pronouns.

Les doubles pronoms personnels

Reading Comprehension: Provide texts or passages that include doubles pronoms personnels. Students should read and identify the pronoun combinations used.

Writing Exercises: Assign writing tasks where students need to write sentences or paragraphs using doubles pronoms personnels to replace objects in their compositions.

Le Gérondif

Sentence Completion: Provide incomplete sentences and ask students to complete them using the appropriate form of le Gérondif.

Grammar Exercises: Provide worksheets or online exercises where students practice transforming verbs into le Gérondif form based on given prompts or instructions.

Le participe présent

Sentence Creation: Ask students to create sentences using le participe présent to describe ongoing actions or activities.

Picture Description: Provide pictures or images and have students describe them using le participe présent to indicate ongoing actions or activities in the scene.

Grammar Quiz: Conduct a quiz or online assessment where students identify and use le participe présent correctly in given sentences or passages.

L'expression du future

Future Plans Presentation: Have students prepare and present a slideshow or oral presentation about their future plans and aspirations using the expression du future.

Dialogue Creation: Pair up students and have them create dialogues discussing future events, using the appropriate future tense forms.

Future Predictions: Provide a list of current events or situations, and ask students to make predictions about their future outcomes using the expression du future.

Le futur Antérieur

Story Completion: Provide students with a partially written story and ask them to complete it using the futur antérieur tense to describe past actions that will have occurred.

Sentence Transformation: Give students sentences in the present or future tense and ask them to rewrite them using the futur antérieur tense.

Les verbes avec ou sans préposition

Matching Exercise: Provide a list of verbs and their corresponding prepositions, and have students match them correctly.

Reading Comprehension: Provide texts or passages that contain verbs with or without prepositions, and students should read and identify the correct verb forms used.

L'expression du passif

Reading Comprehension: Provide texts or passages in French that use the passive voice, and students should read and identify the passive verb forms used.

Grammar Exercises: Provide worksheets or online exercises where students practice transforming active voice sentences into passive voice sentences based on given prompts or instructions.

Le conditionnel présent

Hypothetical Scenarios: Provide students with hypothetical situations and ask them to express their reactions or responses using the conditionnel présent.

Course Focussing on Cross Cutting Issues:

Title of the Course : Initiation to French Literature - I

Semester : III

Course Code : FL2031

a) Familiale – Jacques Prévert:

1. Human Values:

- Explore the themes of family, love, and relationships in the poem.

2. **Environment Sustainability:**

- Analyze the natural imagery in the poem and prompt discussions on the importance of preserving nature and the environment for future generations.

3. **Gender Equity:**

- Discuss the representation of gender roles and dynamics within a family.
- Encourage discussions on promoting gender equality, respect, and mutual support within family relationships.

4. **Professional Ethics:**

- Engage students in conversations about the ethical responsibilities and obligations within family dynamics, such as honesty, trust, and accountability.

Chanson des oiseaux – Victor Hugo:

1. **Human Values:**

- Reflect on the beauty of nature and the appreciation of simple joys in the poem.
- Discuss values such as harmony, peace, and the connection between humans and nature.

2. **Environment Sustainability:**

- Explore the imagery of birds and their habitats in the poem.

4. **Professional Ethics:**

- Discuss the ethical responsibility towards nature and wildlife, including respectful observation, preservation of habitats, and responsible tourism.

Rusé comme un lièvre – Léopold Sédar Senghor:

1. **Human Values:**

- Explore the themes of cleverness, resourcefulness, and adaptability in the poem.

2. **Environment Sustainability:**

- Engage students in discussions on the importance of preserving wildlife habitats and biodiversity.

3. **Gender Equity:**

- Reflect on the representation of gender in the poem and prompt discussions on promoting gender equality and challenging stereotypes of strength and intelligence.

4. **Professional Ethics:**

- Discuss the ethical considerations related to cleverness and resourcefulness, such as using these qualities for positive purposes and avoiding manipulation or exploitation.

a) Portrait du jeune d'Artagnan – Alexandre Dumas:

1. **Human Values:**

Explore the themes of courage, loyalty, and honor in the portrait.

Discuss the values of friendship, justice, and standing up for what is right.

2. Environment Sustainability:

- While the specific topic may not directly address environmental sustainability, it can be connected by discussing the values of responsible and ethical conduct in relation to the natural world.

3. Gender Equity:

- Analyze the representation of gender roles in the portrait and prompt discussions on promoting gender equality, challenging stereotypes, and recognizing the contributions of individuals regardless of gender.

4. Professional Ethics:

- Discuss the ethical responsibilities of a young D'Artagnan as a soldier, such as loyalty, integrity, and following a code of conduct.

Les sports les plus pratiqués en France (The most practiced sports in France):

1. Human Values:

- Discuss the values of teamwork, sportsmanship, and fair play in sports.
- Engage students in conversations about the importance of respect, discipline, and perseverance in athletic pursuits.

2. Environment Sustainability:

- Analyze the environmental impact of different sports and discuss sustainable practices in sports, such as reducing waste, promoting eco-friendly venues, or encouraging active transportation.

4. Professional Ethics:

- Discuss the ethical considerations in sports, such as fair competition, respect for rules and regulations, and maintaining the integrity of the game.

Assignment:

Les sports que vous aimez

Question paper model:

I. a) Traduisez en anglaise :- K4

Porteur d'une gourde pleine du lait d'Eléphant et d'une outre contenant du lait de Baleine, Leuk se rend tout droit chez oncle Gainde – le – lion.

Dès que ce dernier l'aperçoit, il crie de sa voix de tonnerre :

"Que viens – tu faire dans ma demeure ?"

– oncle Lion, roi des rois, que votre majesté ne s’emporte pas contre moi je viens lui rendre un grand service.

– Quel service un galopin comme toi peut-il me rendre ?

– un grand malheur va tomber sur le pays. La plus terrible des épidémies est signalée par un marabout venant de l’orient.

II. a) Lisez le texte et répondez aux questions :-K3

Il y a trois petits cochons. Le premier s’appelle Blanchet. Le second cochon s’appelle Rouget, le troisième s’appelle noiret un jour les trois cochons sortent pour voir le monde. Le premier jour, Blanchet rencontre un homme. L’homme lui donne de la paille pour construire une maison. Blanchet est très fier de sa maison de paille.

Questions :-

1. Combien de cochons y – a – t – il dans cette histoire ?
2. Comment s’appelle le deuxième cochon ?
3. Qui rencontre – t – il, Blanchet ?
4. Qu’est – ce que l’homme donne à Blanchet ?
5. Pourquoi les cochons sortent ?

b) Ecrivez trois paragraphes au choix :- K6

1. Pourquoi le poète Victor Hugo parle-t-il de l’été et de l’hiver dans son poème *Chanson des oiseaux* ? Expliquez-le !

2. Présentez la famille dans le poème *Familiale* de Jacques Prévert. Que Prévert veut-il nous montrer par cette famille ?

3. Pourquoi Artagnan veut-il aller à Paris ? Quels conseils le père d’Artagnan lui donne-t-il ?

4. Racontez « le portrait du jeune d'Artagnan ».

III. a) Complétez au présent :- K1

1. Nous _____ (éteindre) le four.
2. Ils nous _____ (rejoindre) à la plage.
3. Je _____ (s'asseoir) sur le canapé.
4. Je _____ (exclure) cette solution.
5. Pourquoi est – ce qu' ils _____ (se taire).

b) Répondez par la négation :- K3

1. Tu l'avais déjà vu ? _____
2. Tu y étais déjà allé(e) _____
3. Elle l'avait déjà réussi ? _____
4. Tu en avais déjà mangé ? _____
5. Vous lui aviez déjà demandé ? _____

c) Complétez par les pronoms personnels toniques appropriés :-K3

Ma femme n'est jamais contente ! Pourtant, je fais tout pour _____ !
_____, je ne compte pour rien, elle ne fait plus attention à
_____. Elle est très proche de ses parents, elle s'occupe
d' _____ plus que de _____ !

d) Remplacez les mots soulignés par un pronom personnel :- K2

1. Montre – moi les photos !
2. Donne – moi ton adresse !
3. Présente – nous ton amie !
4. Offre-lui ce bijou !
5. Rendez – nous notre clé !

e) Transformez en utilisant le gérondif :- K4

1. Il a répondu et il a ri en même temps. _____

2. Il est parti et il a claqué la porte en même temps. _____
3. Nous l'avons rencontré quand nous allons au cinéma. _____
4. Tu ne dois pas manger et conduire en même temps ! _____
5. Elle m'a téléphoné et elle a pleuré en même temps. _____

