

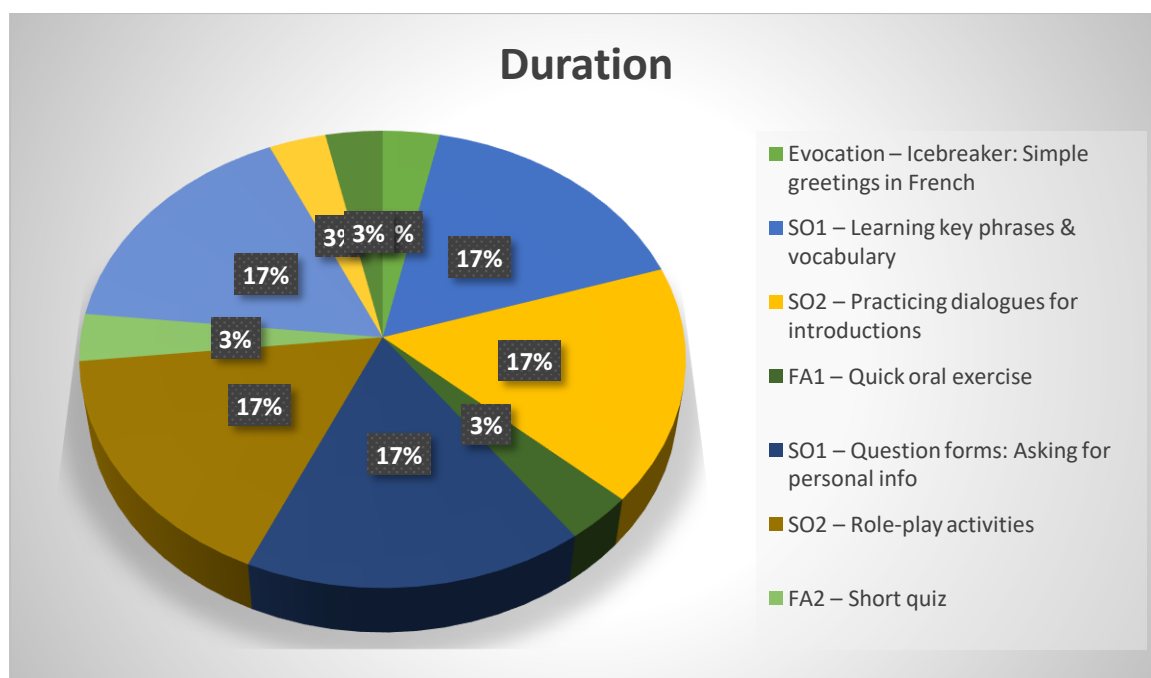
Lesson Plan – 21ULFA11

Programme	BA, B.Sc
Semester	I
Course Title	Introductory French Course
Code	21ULFA11
Hours	1
Total Hours	90
Credits	3
Max Marks	100
Unit & Title	Unit 2 - Se présenter, Demander de se présenter, Donner des informations personnelles
Name of the Faculty	Christina A
T-L tools	Mind Maps, Video, Art Project, Think-Pair- Share

Pre-requisite Knowledge

- Basic understanding of greetings and introductions in any language
- Awareness of personal information vocabulary (name, age, nationality, etc.)

Micro-Planning (60 minutes)



Activity

Evocation – Icebreaker: Simple greetings in French
 SO1 – Learning key phrases & vocabulary
 SO2 – Practicing dialogues for introductions

Duration

2 min
 10 min
 10 min

Activity	Duration
FA1 – Quick oral exercise	2 min
SO1 – Question forms: Asking for personal info	10 min
SO2 – Role-play activities	10 min
FA2 – Short quiz	2 min
Discussion – Cultural aspects of introductions in France	10 min
Mind Map – Summary of key points	2 min
Lesson Summary	2 min

Topics for Learning through Evocation

- Briefly introduce how people introduce themselves in different cultures.
- Ask students how they usually introduce themselves in their native language.

Topic Introduction

2.1 General Objective:

- To understand and practice introducing oneself in French.
- To learn key vocabulary and structures related to personal information.

2.2 Specific Outcomes:

1. Identify and use common introductory phrases in French.
2. Ask and answer questions about personal details (name, age, nationality, profession).
3. Understand basic French sentence structure in self-introductions.

First Phase

SO1 (10 minutes):

- Introduce key phrases and vocabulary:
 - Bonjour, Je m'appelle..., J'ai ... ans, Je viens de..., J'habite à..., Je parle...
 - Asking about others: *Comment tu t'appelles? Quel âge as-tu? D'où viens-tu?*

SO2 (10 minutes):

- Practice mini-dialogues in pairs using flashcards.

Second Phase

SO1 (10 minutes):

- Teach question structures for asking personal information:
 - *Comment vous appelez-vous ? Quel est votre prénom ? Quelle est votre nationalité ?*

SO2 (10 minutes):

- Conduct a role-play where students introduce themselves to each other in different scenarios (formal vs. informal).

Mind Map (2 minutes)

- Create a visual summary of key phrases and question words.

Summary (2 minutes)

- Recap key points and have students repeat a few phrases.

2.3 Taxonomy of Objectives

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge		1				
B. Conceptual Knowledge			2			
C. Procedural Knowledge					2	
D. Meta Cognitive Knowledge						1

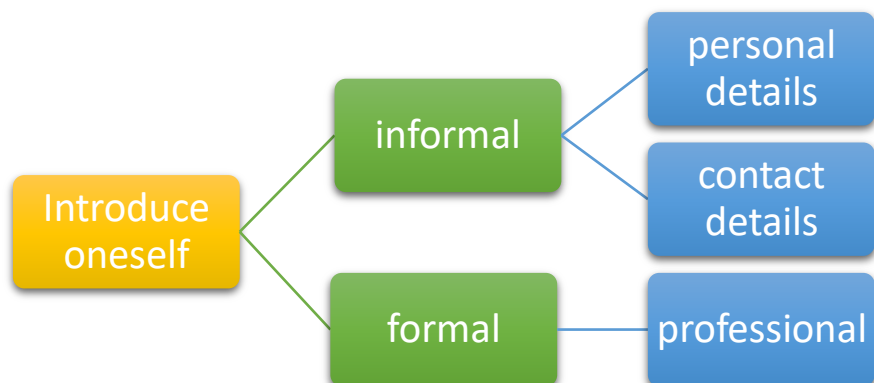
2.4 Key Words & Phrases

- *Je m'appelle..., J'ai ... ans, Je suis..., J'habite à..., Quelle est ta nationalité ?*

3. Discussion

- Differences between formal and informal introductions in French culture.
- The use of *tu* vs. *vous* in introductions.

4. Mind map



5. Summary

Self-introduction in French is an important skill for basic communication. It typically includes key personal details such as name, age, nationality, place of residence, profession, and languages spoken. Additionally, people often mention their hobbies or interests to make the conversation more engaging. A self-introduction can be formal or informal, depending on the context and the audience. Mastering this skill helps in social, academic, and professional settings by creating a good first impression.

6. Assessment Through Questions & Exercises

Formative Assessment 1 (FA1)

- Quick oral practice: Students introduce themselves in 2-3 sentences.

Formative Assessment 2 (FA2)

- Short quiz (multiple choice) on key phrases.

7. FAQs / MCQs / Descriptive Questions

- Quels sont les éléments essentiels d'une présentation personnelle ?
(What are the essential elements of a self-introduction?)
- Quelle est la différence entre une présentation formelle et informelle en français ?
(What is the difference between a formal and informal self-introduction in French?)
- Pourquoi est-il important de savoir se présenter en français ?
(Why is it important to know how to introduce yourself in French?)

8. References

1. J.Girardet & J.Pécheur avec la collaboration de C.Gibble. *Echo A1*. Paris : CLE International, 2012.
2. Online language learning resources (e.g., TV5 Monde, BBC Languages)
3. https://www.youtube.com/watch?v=nxgKIdxEw&embeds_referring_euri=https%3A%2F%2Fvideo.search.yahoo.com%2F&embeds_referring_origin=https%3A%2F%2Fvideo.search.yahoo.com&source_ve_path=Mjg2NjY

9. Verified by Subject Expert:



Course In-charge



Approved by HoD

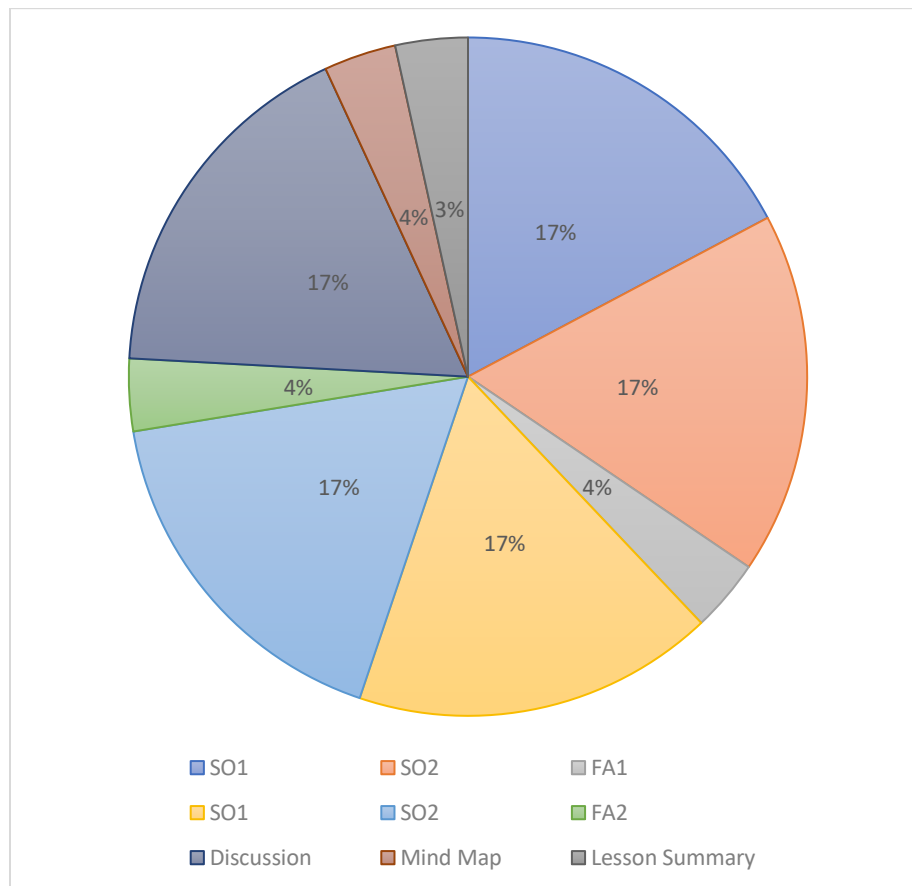
Lesson Plan – 21ULFA21

Programme	BA, B.Sc
Semester	II
Course Title	Intermediate French Course
Code	21ULFA21
Hours	1
Total Hours	90
Credits	3
Max Marks	100
Unit & Title	Unit 2 - Comprendre un arbre généalogique, Présenter sa famille
Name of the Faculty	Christina A
T-L tools	Flashcards, Family Tree Diagram, Role-Play, Audio Clips, Mind Maps

Pre-requisite Knowledge

- Basic knowledge of family vocabulary in any language.
- Awareness of how family relationships are represented in diagrams (family trees).

Micro-Planning (60 minutes)



Evocation	2 min
SO1	10 min
SO2	10 min
FA1	2 min
SO1	10 min
SO2	10 min
FA2	2 min
Discussion	10 min
Mind Map	2 min
Lesson Summary	2 min

Topics for Learning through Evocation

- Briefly introduce how family structures vary across cultures.
- Ask students to name family members in their native language.

Topic Introduction

2.1 General Objective:

- To understand and describe family relationships using a family tree.
- To introduce one's family in French.

2.2 Specific Outcomes:

1. Identify and use vocabulary for family members in French.
2. Read and understand a simple family tree.
3. Describe family relationships using correct sentence structures.

First Phase

SO1 (10 minutes):

- Introduce vocabulary for family members:
 - *Père, mère, frère, sœur, grand-père, grand-mère, oncle, tante, cousin(e), mari, femme, enfants*
- Teach possessive adjectives: *mon, ma, mes*

SO2 (10 minutes):

- Show a simple family tree diagram and explain how to interpret it.
- Practice identifying family relationships:
 - *Qui est la mère de Paul ? Qui est le frère de Sophie ?*

Second Phase

SO1 (10 minutes):

- Teach sentence structures for introducing family:
 - *Voici ma famille. J'ai un frère et une sœur. Mon père s'appelle...*

SO2 (10 minutes):

- Role-play: Students introduce their own or an imaginary family.

Mind Map (2 minutes)

- Create a visual summary of key vocabulary and sentence structures.

Lesson Summary (2 minutes)

- Recap key points and have students repeat a few sentences.

2.3 Taxonomy of Objectives

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge		2				
B. Conceptual Knowledge			2			
C. Procedural Knowledge					2	
D. Meta Cognitive Knowledge						1

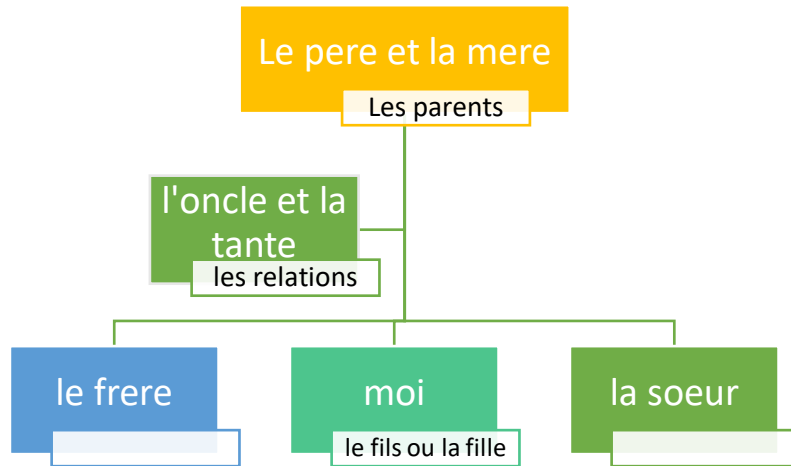
2.4 Key Words & Phrases

- *Mon père, ma mère, mon frère, ma sœur, mon oncle, ma tante*
- *J'ai un frère et une sœur.*
- *Voici ma famille.*

3 Discussion

- Differences between family structures in different cultures.
- The use of *vous* vs. *tu* when addressing family members.

4. Mindmap



5. Summary

"Comprendre un arbre généalogique, Présenter sa famille" (Understanding a Family Tree, Presenting One's Family) is a guide to interpreting and describing family relationships. It explains how to read and create a family tree, recognizing different generations and connections. The text also provides vocabulary and expressions to introduce family members, describe their roles, and discuss relationships clearly. It is useful for learning how to talk about one's family in a structured and coherent manner.

6. Assessment Through Questions & Exercises

Formative Assessment 1 (FA1) (2 minutes)

- Quick oral practice: Students describe a given family tree.

Formative Assessment 2 (FA2) (2 minutes)

- Short quiz (multiple choice) on family vocabulary.

7. FAQs / MCQs / Descriptive Questions

- How can a family tree help in understanding relationships between family members?
- What key vocabulary and expressions are useful for presenting one's family?
- Why is it important to describe family connections clearly when introducing relatives?

8. References

1. Capelle, Guy, and Gidon, Robert. *Taxi! Méthode de français - Niveau 1*. Hachette FLE, 2014.
2. Berthet, Annie, et al. *Alter Ego + A1: Méthode de Français*. Hachette FLE, 2012.
3. Grégoire, Maïa, and Thievenaz, Odile. *Grammaire Progressive du Français - Niveau Débutant*. CLE International, 2017.
4. TV5Monde Apprendre: <https://apprendre.tv5monde.com>

9. Verified by Subject Expert:

Christina A.

Christina A.

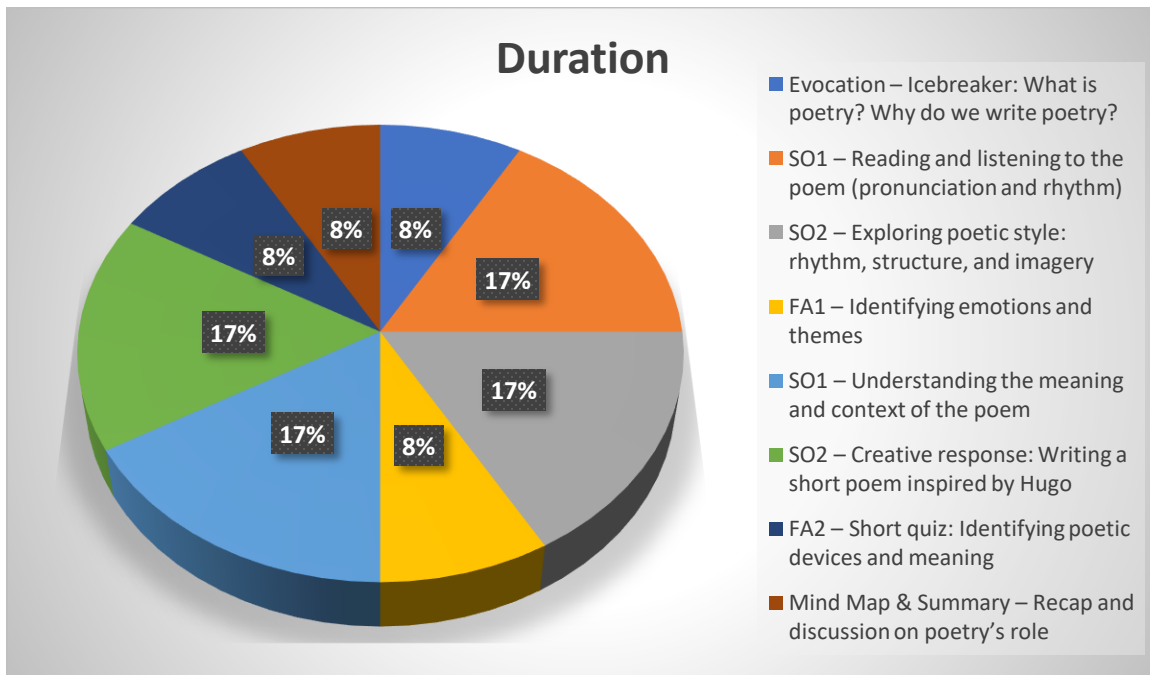
Lesson Plan – 21ULFA31

Programme	BA, B.Sc
Semester	III
Course Title	Advanced French Language
Code	21ULFA31
Hours	1
Total Hours	90
Credits	3
Max Marks	100
Unit & Title	Unit 5 - Demain dès l'aube – Victor Hugo
Name of the Faculty	Christina A
T-L tools	Poem Text, Audio Recording, Visual Aids, Mind Maps, Creative Writing

Pre-requisite Knowledge

- Basic knowledge of French sentence structure and present/future tense.
- Familiarity with simple vocabulary related to time, nature, and emotions.
- Awareness of Victor Hugo as a major figure in French literature.
- Some exposure to poetry and its stylistic devices in any language.

Micro-Planning (60 minutes)



Activity	Duration
Evocation – Icebreaker: What is poetry? Why do we write poetry?	5 min
SO1 – Reading and listening to the poem (pronunciation and rhythm)	10 min
SO2 – Exploring poetic style: rhythm, structure, and imagery	10 min
FA1 – Identifying emotions and themes	5 min
SO1 – Understanding the meaning and context of the poem	10 min
SO2 – Creative response: Writing a short poem inspired by Hugo	10 min
FA2 – Short quiz: Identifying poetic devices and meaning	5 min
Mind Map & Summary – Recap and discussion on poetry's role	5 min

1. Evocation (5 minutes)

- Introduce Victor Hugo as a poet and discuss his importance in French literature.
- Show a picture of Hugo's tomb in the Panthéon to introduce the idea of memory and loss in poetry.

Topic Introduction

2.1 General Objective:

To analyze and understand "*Demain, dès l'aube*" by Victor Hugo, focusing on its themes, emotions, and literary techniques.

2.2 Specific Outcomes:

- Comprehend the Poem's Meaning – Identify the central theme of mourning and love in the poem.
- Analyze Literary Devices – Examine the use of imagery, rhythm, and tone to convey emotions.
- Interpret the Poet's Emotion – Understand Victor Hugo's personal grief and its influence on the poem.

First Phase (20 minutes)

SO1 (10 minutes): Reading and Listening to the Poem

1. Distribute the text of the poem to students.
2. Play an audio recording of the poem read by a native speaker.
3. Read the poem together as a class, focusing on Pronunciation, rhythm and intonation.

SO2 (10 minutes): Poetic Style – Rhythm, Structure, and Imagery

1. Identify the poem's structure:
 - Three stanzas of four lines (quatrains).
 - Alternating rhyming pattern (*ABAB*).
2. Discuss the rhythm:
 - Slow and steady, mimicking the poet's walking pace.
 - Use of enjambment (sentences continue across lines).
3. Analyze imagery:
 - *Dès l'aube* (dawn) → A symbol of new beginnings, yet linked to mourning.
 - *Seul, inconnu, le dos courbé* (alone, unknown, back bent) → A tired, grieving traveler.
 - *Je ne regarderai ni l'or du soir qui tombe* (I will not look at the golden evening falling) → Contrast between beauty and sorrow.

3. Practice Phase (20 minutes)

FA1 (5 minutes): Identifying Emotions and Themes

- What emotions does the poem evoke? (Sadness, love, solitude, hope?)
- Who is Hugo talking to? (His daughter, lost in death).
- Ask students: "*Have you ever taken a journey with strong emotions?*"

SO1 (10 minutes): Understanding the Meaning and Context

1. Explain the historical background:
 - Written after the death of Hugo's daughter, Léopoldine.
 - A father's journey to her grave, illustrating grief and remembrance.
2. Discuss key themes:
 - *L'amour filial* (fatherly love).
 - *Le deuil* (mourning).
 - *Le voyage intérieur* (the inner journey of grief).

Mind Map (3 minutes)

- Create a visual summary linking Themes, Poetic devices and Emotions evoked.

Summary (2 minutes)

- Recap key points and have students explain the poem.

2.3 Taxonomy of Objectives

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge		1				
B. Conceptual Knowledge		1				
C. Procedural Knowledge				1		
D. Meta Cognitive Knowledge					2	

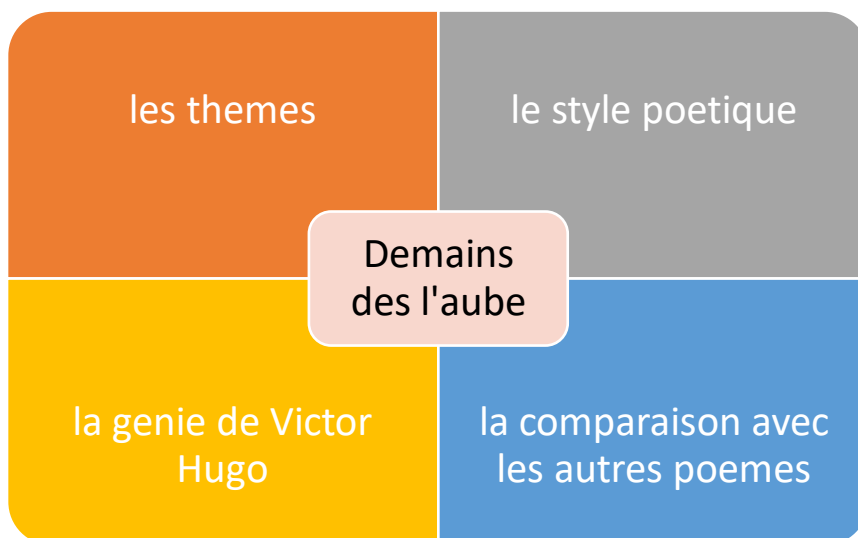
2.4 Key Words & Phrases

- *Demain, partir, marcher, seul, tristement, forêt, montagne, jour, nuit*
- *Je partirai seul(e). Je marcherai dans la forêt.*

3. Discussion

- Compare this poem to modern poetry or song lyrics.
- How does the rhythm reflect emotions?
- Why do we remember lost loved ones through poetry?

4. Mind Map



5. Summary

"*Demain, dès l'aube*" is a poem by Victor Hugo, written in memory of his daughter Léopoldine, who tragically drowned. The poem describes the poet's journey to visit her grave, starting early in the morning and traveling in silent sorrow. Through vivid imagery and a melancholic tone, Hugo expresses deep grief, love, and devotion. The poem reflects themes of mourning, loss, and the enduring bond between a father and his deceased child.

6. Assessment (10 minutes)

FA2 (5 minutes): Short Quiz

- Multiple-choice questions about the poem's meaning.
- Identify one metaphor in the poem.
- Fill in the blanks with missing words from the poem.

7. FAQs / MCQs / Descriptive Questions

1. What is the main theme of "*Demain, dès l'aube*" by Victor Hugo?
2. How does the poet use imagery and tone to express his emotions?
3. Why is the journey described in the poem significant to the poet?
4. How does "*Demain, dès l'aube*" reflect Victor Hugo's personal grief?

8. References

1. Hugo, Victor. *Les Contemplations*, 1856.
2. Audio Recordings – YouTube or French poetry readings.

9. Verified by Subject Expert:



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Approved by HoD

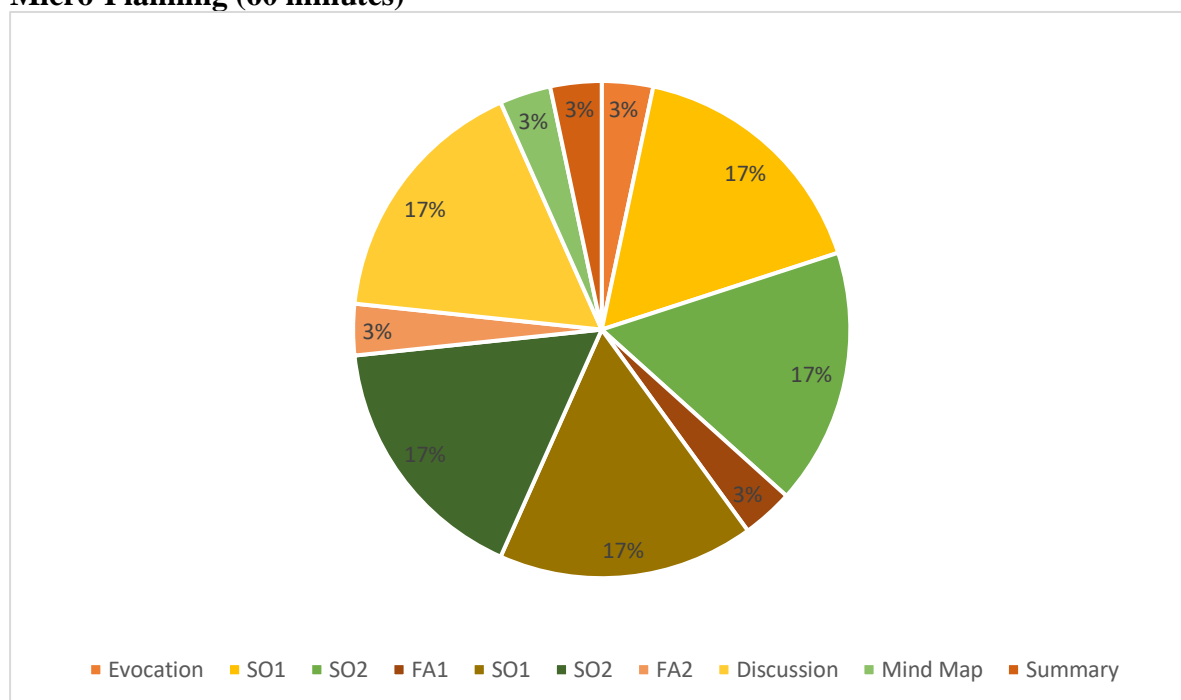
Lesson Plan – 21ULFA41

Programme	BA, B.Sc
Semester	IV
Course Title	French Course and Literature
Code	21ULFA41
Hours	1
Total Hours	90
Credits	3
Max Marks	100
Unit & Title	Unit 1 - Le Petit Chaperon Rouge
Name of the Faculty	Christina A
T-L tools	Storytelling, Role-play, Think-Pair-Share, Mind Maps

Pre-requisite Knowledge

- Basic understanding of fairy tales.
- Familiarity with simple French vocabulary related to family, forest, and storytelling.

Micro-Planning (60 minutes)



Activity	Duration
Evocation	2 min
SO1	10 min
SO2	10 min
FA1	2 min
SO1	10 min
SO2	10 min
FA2	2 min
Discussion	10 min

Activity	Duration
Mind Map	2 min
Summary	2 min

Topics for Learning Through Evocation

- Briefly introduce the concept of fairy tales.
- Ask students to share familiar stories from their childhood.
- Introduce *Le Petit Chaperon Rouge* as a classic French tale.

Topic Introduction

2.1 General Objectives

- Understand the storyline and main characters.
- Learn key French vocabulary from the text.
- Identify the moral lesson of the story.

2.2 Specific Outcomes

First Phase:

- **SO1 (10 min):** Narrate the story in simple French with visual aids. Discuss the plot and characters.
- **SO2 (10 min):** Introduce important vocabulary (e.g., *forêt*, *loup*, *chaperon*, *grand-mère*).

Second Phase:

- **SO1 (10 min):** Discuss key themes (innocence, danger, trust). Explain the moral lesson.
- **SO2 (10 min):** Analyze literary elements such as symbolism and repetition.

Mind Map (2 minutes)

- Create a visual representation of key themes:
 - *Le Petit Chaperon Rouge*
 - Innocence vs. Danger
 - Trust and Deception
 - Moral of the Story

Summary (2 minutes)

- Reinforce the key points: storyline, characters, themes, and moral.
- Highlight Perrault's storytelling style.

2.3 Taxonomy of Objectives

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge		1				
B. Conceptual Knowledge		2				
C. Procedural Knowledge						1
D. Meta Cognitive Knowledge				1		

2.4 Key Words

- *Chaperon* (hood)
- *Forêt* (forest)
- *Loup* (wolf)
- *Moralité* (moral lesson)

3. Discussion

- How do fairy tales shape our understanding of morals?
- What cultural elements are unique to *Le Petit Chaperon Rouge*?
- How does Perrault's version compare to the Brothers Grimm's adaptation?

4. Mind Map



5. Summary

La Petite Chaperon Rouge (Little Red Riding Hood) is a classic French fairy tale written by Charles Perrault. The story follows a young girl, Little Red Riding Hood, who is sent by her mother to bring food to her sick grandmother. On her way through the forest, she encounters a cunning wolf who tricks her into revealing her destination. The wolf rushes ahead, devours the grandmother, and disguises himself in her clothes. When Little Red Riding Hood arrives, she notices strange features in her grandmother, leading to an exchange about her big eyes, ears, and teeth. The wolf then devours Little Red Riding Hood. Unlike later versions, Perrault's original tale does not include a heroic rescue. Instead, it ends as a cautionary warning about the dangers of trusting strangers, especially for young girls.

6. Assessment through questions/ analogy/ new ideas:

FA1 (2 min) – Quick recall: Who are the main characters? What happens to Little Red Riding Hood?

FA2 (2 min) – Short quiz: Identify vocabulary and key themes from the story.

7. FAQs / MCQs / Descriptive Questions

1. What is the moral lesson in *Le Petit Chaperon Rouge*?
2. How does the wolf deceive Little Red Riding Hood?
3. What role does the grandmother play in the story?
4. How does Perrault use suspense in the narrative?
5. Compare the themes of *Le Petit Chaperon Rouge* and another fairy tale.

8. References

Perrault, Charles. *Histoires ou Contes du Temps Passé*, 1697.

Zipes, Jack. *The Great Fairy Tale Tradition*, 2000.

9. Verified by Subject Expert:



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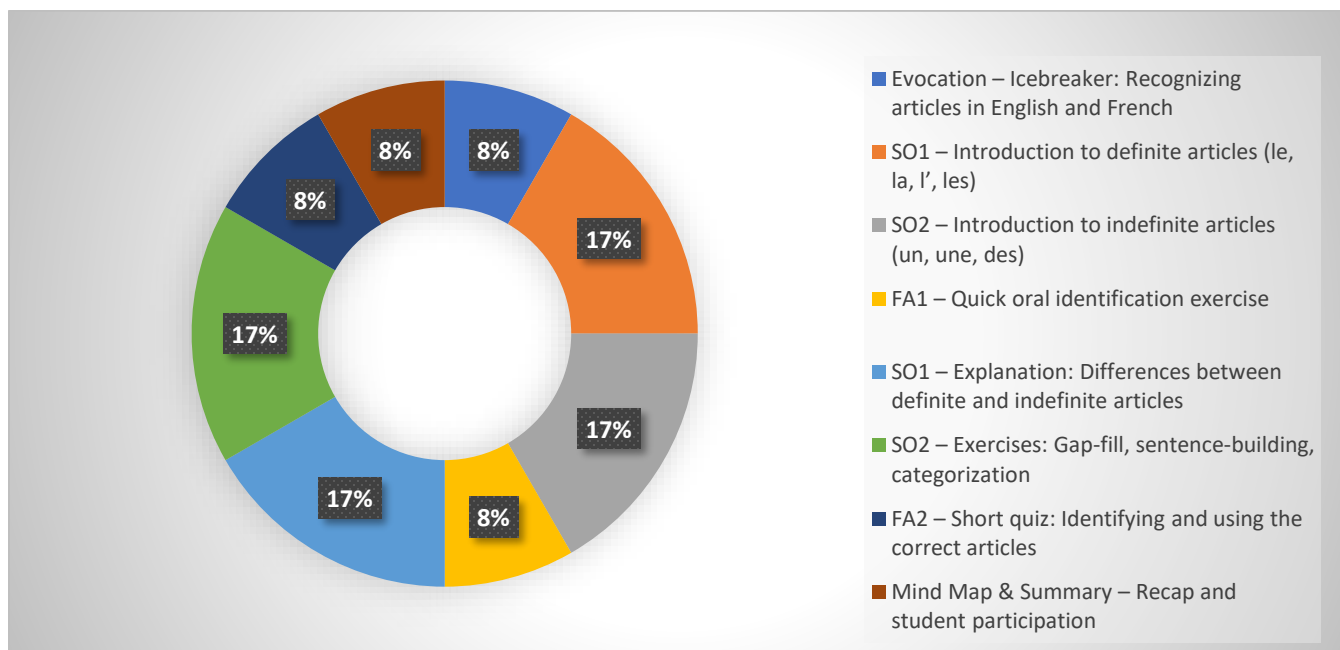
Lesson Plan – 21ULFB11

Programme	B.Com, BBA, B.sc Computer Science
Semester	I
Course Title	Preliminary French and Commercial terms
Code	21ULFB11
Hours	1
Total Hours	90
Credits	3
Max Marks	100
Unit & Title	Unit 2 - Les articles définis et indéfinis
Name of the Faculty	Christina A
T-L tools	Flashcards, Interactive Exercises, Role-Play, Audio Clips, Mind Maps, Real-Life Application Tasks

Pre-requisite Knowledge

- Basic understanding of nouns and sentence structures in English and French.
- Awareness of how articles function in English (e.g., *the, a, an*).
- Ability to recognize gender (masculine/feminine) and number (singular/plural) of nouns in French.

Micro-Planning (60 minutes)



Activity	Duration
Evocation – Icebreaker: Recognizing articles in English and French	5 min
SO1 – Introduction to definite articles (<i>le, la, l', les</i>)	10 min
SO2 – Introduction to indefinite articles (<i>un, une, des</i>)	10 min
FA1 – Quick oral identification exercise	5 min
SO1 – Explanation: Differences between definite and indefinite articles	10 min
SO2 – Exercises: Gap-fill, sentence-building, categorization	10 min
FA2 – Short quiz: Identifying and using the correct articles	5 min
Mind Map & Summary – Recap and student participation	5 min

1. Evocation (5 minutes) – Warm-up Activity

- Ask students to identify articles in English and French sentences.
- Discuss why articles are necessary for meaning and sentence structure.

2.1 General Objective:

To understand and correctly use definite (*le, la, l', les*) and indefinite (*un, une, des*) articles in French.

2.2 Specific Outcomes:

1. Differentiate Between Definite and Indefinite Articles – Recognize when to use *le, la, l', les* versus *un, une, des* in sentences.
2. Apply Articles Correctly – Use definite and indefinite articles appropriately in various contexts (general vs. specific references).
3. Understand Gender and Number Agreement – Match articles correctly with singular, plural, masculine, and feminine nouns.

Teaching Phase (20 minutes)

SO1 (10 minutes): Definite Articles

1. Introduce definite articles (*le, la, l', les*).
2. Explain that definite articles are used when referring to a specific or known noun.
3. Show gender-based usage:
 - *Le* (masculine, singular) → Le chien (*The dog*).
 - *La* (feminine, singular) → La maison (*The house*).
 - *L'* (before vowels, singular) → L'école (*The school*).
 - *Les* (plural for both genders) → Les enfants (*The children*).

SO2 (10 minutes): Indefinite Articles

1. Introduce indefinite articles (*un, une, des*).
2. Explain that indefinite articles are used when referring to an unspecified or general noun.
3. Show gender-based usage:
 - *Un* (masculine, singular) → Un chat (*A cat*).
 - *Une* (feminine, singular) → Une pomme (*An apple*).
 - *Des* (plural for both genders) → Des amis (*Some friends*).

3. Practice Phase (20 minutes)

FA1 (5 minutes): Oral Identification Exercise

- Students listen to sentences and choose the correct article.

SO1 (10 minutes): Explanation – Differences Between Definite and Indefinite Articles

1. Explain the contextual differences using comparison sentences:
 - *Je veux le gâteau.* (*I want the cake.* → A specific cake)
 - *Je veux un gâteau.* (*I want a cake.* → Any cake, not a specific one)
2. Situational contexts where definite vs. indefinite articles are preferred:
 - Definite: *J'aime le fromage.* (*I like cheese.*)
 - Indefinite: *Je veux un fromage.* (*I want a cheese.*)

SO2 (10 minutes): Exercises

- Gap-Fill Activity: Students fill in missing articles. Example:
- Matching Activity: Match articles with the correct nouns.

Mind Map & Summary (5 minutes)

- Draw a visual summary of definite and indefinite articles with examples.
- Recap key points and ask students to give one sentence example each.

2.3 Taxonomy of Objectives

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge		1				
B. Conceptual Knowledge			2			

C. Procedural Knowledge					2	
D. Meta Cognitive Knowledge						1

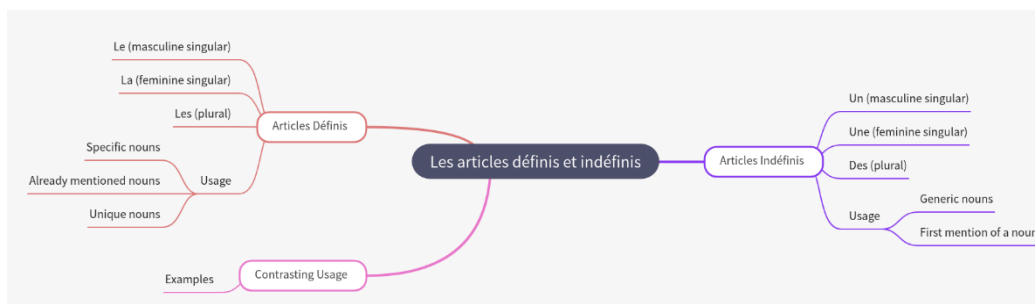
2.4 Key Words & Phrases

- *Le, la, l', les, un, une, des*

3. Discussion

- Why does French always use articles while English sometimes omits them?
- How do definite and indefinite articles affect meaning and communication?
- Cultural perspective: Why do French speakers use definite articles for general statements (*J'aime le sport.*) while English does not (*I like sports.*)?

4. Mind Map



5. Summary

Articles are used to indicate nouns and can be either definite or indefinite. Definite articles (*le, la, les, l'*) are used when referring to something specific or already known, while indefinite articles (*un, une, des*) refer to something general or unspecified. For example, *Le livre est sur la table* (The book is on the table) uses a definite article because it refers to a specific book, whereas *J'ai acheté un gâteau* (I bought a cake) uses an indefinite article since the cake is not specified. Additionally, indefinite articles change to *de* or *d'* in negative sentences, such as *Je n'ai pas de stylo* (I don't have a pen).

6. Assessment (10 minutes)

FA2 (5 minutes): Short Quiz

- Multiple-choice questions
- Sentence completion
- Error correction: Students correct mistakes in sentences.

7. FAQs / MCQs / Descriptive Questions

1. What is the difference between definite and indefinite articles in French?
2. How do definite articles change before a vowel sound?
3. What happens to indefinite articles in negative sentences?

8. References

1. **Grégoire, Maïa & Thievenaz, Odile** - *Grammaire Progressive du Français - Niveau Débutant*, CLE International, 2017.
2. **Capelle, Guy & Gidon, Robert** - *Taxi! Méthode de Français - Niveau 1*, Hachette FLE, 2014.
3. **Berthet, Annie et al.** - *Alter Ego + A1: Méthode de Français*, Hachette FLE, 2012.
4. **BBC Languages** – French Learning Resources: <https://www.bbc.co.uk/languages/french>
5. **TV5Monde Apprendre**: <https://apprendre.tv5monde.com>

9. Verified by Subject Expert:



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Lesson Plan - 21ULFB21

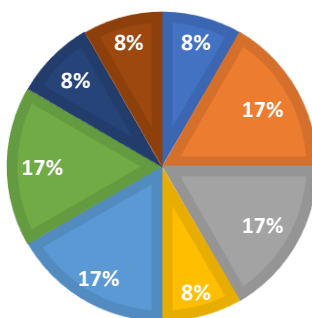
Programme	B.Com, BBA, B.Sc Computer Science
Semester	II
Course Title	Progressive French and Commercial correspondence
Code	21ULFB21
Hours	1
Total Hours	90
Credits	3
Max Marks	100
Unit & Title	Unit 1 - La routine et les verbes pronominaux
Name of the Faculty	Christina A
T-L tools	Flashcards, Daily Routine Timetable, Role-Play, Audio Clips, Mind Maps, Interactive Exercises

Pre-requisite Knowledge

- Basic knowledge of French subject pronouns (*je, tu, il/elle, nous, vous, ils/elles*).
- Understanding of regular -er verbs in the present tense.
- Familiarity with basic daily activities (e.g., waking up, eating, going to school/work).

Micro-Planning (60 minutes)

- Evocation – Icebreaker: Talking about morning routines
- SO1 – Introduction to reflexive verbs & pronouns (*se réveiller, se lever, se brosser...*)
- SO2 – Conjugation of reflexive verbs in the present tense
- FA1 – Quick oral identification exercise
- SO1 – Structuring sentences with time expressions (*d’abord, puis, ensuite, enfin*)
- SO2 – Role-play: Describing one’s daily routine
- FA2 – Short quiz: Fill-in-the-blanks with reflexive verbs
- Mind Map & Summary – Recap and student participation



Activity	Duration
Evocation – Icebreaker: Talking about morning routines	5 min
SO1 – Introduction to reflexive verbs & pronouns (<i>se réveiller, se lever, se brosser...</i>)	10 min
SO2 – Conjugation of reflexive verbs in the present tense	10 min
FA1 – Quick oral identification exercise	5 min
SO1 – Structuring sentences with time expressions (<i>d’abord, puis, ensuite, enfin</i>)	10 min
SO2 – Role-play: Describing one’s daily routine	10 min
FA2 – Short quiz: Fill-in-the-blanks with reflexive verbs	5 min
Mind Map & Summary – Recap and student participation	5 min

1. Evocation (5 minutes) – Icebreaker Activity

- Ask students: “What is your daily routine?” (*Quelle est ta routine quotidienne ?*)
- Have them list 2–3 morning activities in their native language.
- Show images or use flashcards of daily routine actions.

2. Teaching Phase (20 minutes)

SO1 (10 minutes): Introduction to Reflexive Verbs & Pronouns

1. Explain that reflexive verbs describe actions done to oneself.
2. Introduce reflexive pronouns (*me, te, se, nous, vous, se*).
3. Provide common reflexive verbs:
 - *Se réveiller* (to wake up).
 - *Se lever* (to get up).
 - *Se laver* (to wash oneself).

SO2 (10 minutes): Conjugation of Reflexive Verbs in Present Tense

1. Break down the conjugation structure:
 - *Je me réveille* (I wake up).
 - *Tu te lèves* (You get up).
 - *Il/elle se lave* (He/she washes).
 - *Nous nous habillons* (We get dressed).
 - *Vous vous couchez* (You go to bed).
 - *Ils/elles se brossent les cheveux* (They brush their hair).

2. Highlight the **negation structure**:

- *Je ne me réveille pas tôt. (I do not wake up early.)*

3. Practice Phase (20 minutes)

FA1 (5 minutes): Oral Identification Exercise

- Read out sentences and have students identify the reflexive verbs.
- Example: _____ *lève à 6h00. (Il se lève à 6h00.)*

SO1 (10 minutes): Structuring Sentences with Time Expressions

1. Introduce sequence words (*d'abord, puis, ensuite, enfin*).
2. Example:

- *D'abord, je me réveille. Ensuite, je me lève. Puis, je me lave. Enfin, je prends mon petit-déjeuner.*

SO2 (10 minutes): Role-Play – Describing One's Daily Routine

- Pair up students and have them **describe their daily routines** using reflexive verbs.
- Example conversation:
 - *A: À quelle heure tu te réveilles ?*
 - *B: Je me réveille à 7h00. Et toi ?*
 - *A: Moi, je me réveille à 6h30.*

Mind Map & Summary (5 minutes)

- Create a visual summary of daily routine reflexive verbs.
- Recap key points and ask students to share one sentence about their morning routine.

2.3 Taxonomy of Objectives

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge		1				
B. Conceptual Knowledge			2			
C. Procedural Knowledge					2	
D. Meta Cognitive Knowledge						1

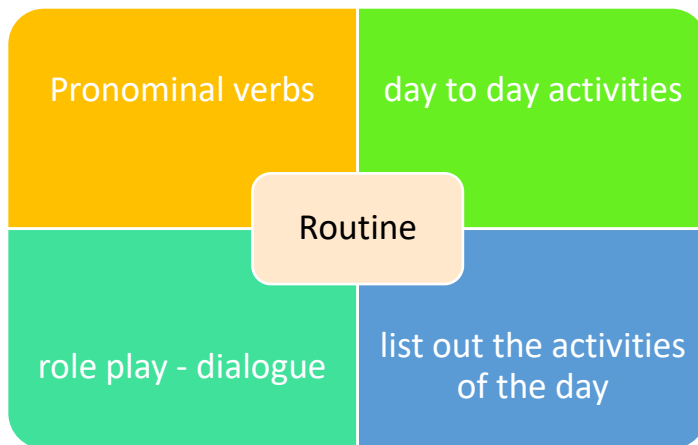
2.4 Key Words & Phrases

- *Se réveiller, se lever, se laver, se brosser les dents, s'habiller, se coucher*
- *D'abord, puis, ensuite, enfin*
- *À quelle heure tu te lèves ? (What time do you get up?)*

3. Discussion

- The importance of pronominal verbs in describing daily routines.
- Formation of negative sentences with pronominal verbs.
- Common mistakes learners make with pronominal verbs.
- Variations in daily routines across cultures.

4. Mind Map



5. Summary

Daily routine activities in French are often expressed using pronominal verbs, which include a reflexive pronoun that matches the subject. These verbs describe actions done to oneself, such as *se réveiller* (to wake up) and *se brosser les dents* (to brush one's teeth). When conjugated, the reflexive pronoun changes with the subject (e.g., *nous nous levons*, *vous vous couchez*). In negative sentences, the reflexive pronoun remains inside the negation (*ne...pas*). Mastering these verbs helps in describing daily habits and personal activities.

6. Assessment (10 minutes)

FA2 (5 minutes): Short Quiz

- Fill-in-the-blanks with the correct reflexive verbs.
- Example: *Le matin, je _____ (se réveiller) à 6h30.*

7. FAQs / MCQs / Descriptive Questions

1. Why are pronominal verbs used to describe daily routines in French?
2. How do reflexive pronouns change according to the subject in pronominal verbs?
3. What happens to pronominal verbs in negative sentences?

8. References

1. **Grégoire, Maïa & Thievenaz, Odile** - *Grammaire Progressive du Français - Niveau Débutant*, CLE International, 2017.
2. **Capelle, Guy & Gidon, Robert** - *Taxi! Méthode de Français - Niveau 1*, Hachette FLE, 2014.
3. **Berthet, Annie et al.** - *Alter Ego + A1: Méthode de Français*, Hachette FLE, 2012.
4. **BBC Languages** – French Learning Resources: <https://www.bbc.co.uk/languages/french>
5. **TV5Monde Apprendre**: <https://apprendre.tv5monde.com>

9. Verified by Subject Expert:



Course In-charge



Approved by HoD