

LESSON TITLE- L'aspect interculturelle

TIME [125 minutes]

OVERVIEW - The google earth map will be introduced to show how India and France have a rich connection in terms of culture and how both countries are working towards the same.

**SUBJECT/TOPIC L'aspect interculturelle
(French)**

AGE LEVEL-14-16



Learning Objectives]

- ◆ Société
- ◆ élevage
- ◆ Civilisation
- ◆ Cultiver
- ◆ Langue
- ◆ Traditions
- ◆ croyance



Inquiry- Quels sont les mots que vous associez avec culture?

Les similarites entre l'Inde et la France



Materials Needed

- 1.Computer/laptop**
- 2.Class board and chalk**
- 3.The google earth voyager to show connection between the two countries.**
- 4.NCERT-Entrte-Jeunes (2)**
- 5.The connection between languages to develop understanding of culture develop tolerance and accept diversity.**



Lesson Summary :

- Engage:The world intercultural day celebrated on a yearly basis
- Explore: The importance of language
- Explain: The uniqueness of languages and how they help to develop an analytical approach but also helps not only in development of brain but also in becoming more tolerant
- Revise: The grammar concepts
- Apply:The idea of unity in diversity and understand the concept in terms of environment too

Sustainable Development Goals The Treaties to safeguard the environment, oceans for sustainable development



goal 16/17



Culminating Task/Assessment –

The students would be learning about the intercultural aspect and its importance vis a vis language and also about the world or international day of interculture



Textbook Chapter - This is lesson -12 of class X th French book and it deals with interculture its definition its importance , the globalisation vis a vis language and it also deals with revision of grammar topics done till now.the two important dates 21 st/ 22nd March and how it is celebrated in France.I would be talking about intercultural links between France and India and the treaties done to ensure peace and sustainable development.

Engage (5 minutes)

1. Activate prior knowledge and prepare students for new concepts, skills or processes.fro e.g Celine Dion
2. Introduce the essential question that will guide the inquiry investigation.for e.g vocabulary related to intercultural aspects

Explore (25 minutes)

1. Teachers introduce the first source of information. Qu'est ce que comprenez du mot interculturelle?
2. Students record observations. La journée interculturelle/ Les similarites entre l'Inde et la France ?
3. Students are introduced to subjunctive tense .

Explain (20 minutes)

1. Teachers organize students into small groups or partners. **La declaration entre La France et L'Inde**
2. **Students share first** "hypothesis" with small group or a partner-. France and India agreed that full compliance with the Joint Comprehensive Plan of Action (JCPOA) on the Iranian Nuclear Programme and the UN Security Council Resolution 2231 was needed to ensure regional and international peace and security and que la corrieinte issues need to be resolved peacefully through dialogue, including through efforts towards de-escalation of ongoing tensions
3. Teachers facilitate whole group discussion in which students share their information.

Revise (10 minutes)

1. Students will make adjustments to their information. A collage would be made showing the regions where French is an official and administrative and maternal language and the link between the two countries with respect to cultural exchanges and history.
<https://earth.google.com/earth/rpc/cc/drive?state=%7B%22ids%22%3A%5B%2217ecrtUzT2iUluheP8nQ87otRfKE00OZP%22%5D%2C%22action%22%3A%22open%22%2C%22userId%22%3A%22105936090155580283759%22%7D&usp=sharing>

Next, repeat the process with a second source of information.

Explore (25 minutes)

1. Teachers introduce the second source of information. For e.g. the singers who sing in French but are from other countries
2. Students find more information on the same and do a study on French connections in India and a research on French nationals who have settled and worked here.
3. Students identify relationships or patterns based on information gained and share it with the class and also speak on the scientific studies of bilingualism.

Explain (20 minutes)

1. Teachers organize students into small groups or partners. PRESENTATION ON THE SIMILARITIES AND DIFFERENCES BETWEEN France and India vis a vis culture
2. Students share first with small group or a partner. The
3. Teachers facilitate whole group discussion in which students share their hypotheses and evidence.
4. Students test hypotheses and record findings (for science/math based inquiries).

Revise (10 minutes)

1. Students will make sentences in subjunctive tense and the teacher would do the recap of vocabulary and questions of the lesson.

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Credits

Written by [XXX] and designed by [X and X] in collaboration with [XXX]