

1SEMESTER II

Teaching Plan

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

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

Objectives

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

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

CO5	write a formal and informal letter using proper language and structure for professional communication.	K6
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Teaching plan

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

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

Comprendre des personnes qui fixent un rendez-vous par téléphone

Prendre un rendez-vous par téléphone.

Activités réception et de production des écrits:

Comprendre les Informations de cartons d'invitation.

S Savoirs linguistiques:

- Les pronoms compléments directs me, te, nous, vous
- Pourquoi ?
Parce que
- Quel(s),
quelle(s)
- L'interrogation avec est-ce que
- Finir, savoir
- L'heure et la date
- Les mois de l'année

Quelques indicateurs de temps (2)

		<p>Savoirs linguistiques:</p> <p>Les pronoms compléments directs me, te, nous, vous</p> <p>Pourquoi ? Parce que</p> <p>Quel(s), quelle(s)</p> <p>L'interrogation avec est-ce que</p> <p>Finir, savoir</p> <p>L'heure et la date</p> <p>Les mois de l'année</p> <p>Quelques indicateurs de temps (2)</p>				
II		BONNE IDEE	12	K1-K4		

		<p>Objectifs de communication:</p> <ul style="list-style-type: none"> • Exprimer son point de, positif et négatif. • S'informer sur le prix. • S'informer sur la quantité. • Exprimer la quantité. <p>Activités de réception et de production orales:</p> <ul style="list-style-type: none"> • Exprimer son point de vue sur des idées de cadeau. • Faire des achats dans un magasin 			<p>Blended teaching (lecture, discussions, and practical exercises) Participatory learning, Lecture method</p>	<p>Oral presentation, writing task, group discussion, Shopping role play, Dialogue writing, Quizzes</p>
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A Activités de réception et de production des écrits:

- Comprendre des offres de cadeaux.

S Savoirs linguistiques:

- La négation : ne... pas de
- Les articles partitifs
- Combien ? - Un peu de, beaucoup de,...
- Qu'est-ce que, combien
- Offrir, croire
- Penser à, penser de
- Plaire à
- Les couleurs
- Le masculin et le féminin des adjectifs

Les pronoms compléments directs le, la, les

III		<p>C'EST OÙ ?</p> <p>Objectifs de communication:</p> <ul style="list-style-type: none"> • Demander et indiquer direction • Localiser (près de, en face 	12	K3-K6. K1	<p>Experimental learning, practical exercises, map reading</p> <p>Participatory learning (picture description task)</p> <p>Demonstration (location description game and visual comprehension)</p>	<p>Map reading test, oral assessments, quiz (Slido) Role play, Picture description task, Listening comprehension, Speaking assessments</p> <p>Picture matching</p> <p>Email creation</p>
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**Activités de
réception et de
production des**

écrits:

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

K6

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

écrits:

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

Savoirs

linguistiques:

- En dans les constructions verbales avec de
Quelque chose, rien
faut, devoir
- Qui, que, où

		<ul style="list-style-type: none"> • Quelqu'un, personne • Il faut, devoir • Qui, que, où <p>Les pronoms compléments indirects (me, te, lui, leur...)</p>		K1&K2&K3		
V		<p>Objectifs de communication:</p> <ul style="list-style-type: none"> • Ecrire des lettres formelles et Informelles 	12	K4-K6	<p>Lecture method, practical exercises, writing assignments</p> <p>Participatory Learning(to participate in discussions, share ideas, and contribute to the content of the letters) Blended Teaching Combine traditional teaching methods with technology-based resources. Utilize online platforms, interactive tools, or multimedia resources Flipped Classroom: Assign readings or videos on the conventions of formal and informal letters for students to review before class</p>	<p>Formal letter writing assessment, Portfolio Assessment: Letter Portfolio: Create a portfolio where students compile samples of both formal and informal letters they have written throughout the learning process. This allows for a holistic evaluation of their progress over time. Letter Writing Tasks:</p>

Skill Development:

Unit I TU VEUX BIEN?

Invitation/reply / refuse/to

1. Preparation of invitation
1. Calander Activity
2. Preparation of clock
3. Telephonic conversation
4. Making an appointment over phone

Unit II ON SE VOIT QUAND?

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

Unit III C'EST OÙ ?

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

UNIT IV

N'OUBLIEZ PAS !

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

Unit V COMMUNICATIVE SKILLS

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

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

- **Activity:** Regular reading and writing exercises, including essays and articles, to improve vocabulary and grammar.
2. **Etiquette and Formality:**
 - **Activity:** Study formal letter templates and practice using polite phrases. Role-playing scenarios for different formal situations can also be beneficial.
 3. **Tone Awareness:**
 - **Activity:** Analyze examples of formal and informal letters to identify appropriate tones. Practice writing the same message with different tones.
 4. **Formatting:**
 - **Activity:** Learn and practice the standard formats for formal and informal letters. Create templates for common scenarios.
 5. **Cultural Awareness:**
 - **Activity:** Research cultural norms for communication in different regions. Understand how to adapt your language and tone accordingly.
 6. **Clarity and Conciseness:**
 - **Activity:** Practice summarizing information effectively. Write and rewrite sentences to convey the message in a clear and concise manner.

Activities:

1. **Formal Letter Writing:**
 - **Activity:** Write formal letters to local businesses, government offices, or academic institutions. Request information, make inquiries, or express opinions in a formal setting.
2. **Informal Letter Writing:**
 - **Activity:** Write letters to friends or family members. Share experiences, discuss plans, or simply maintain regular correspondence.
3. **Role-Playing:**
 - **Activity:** Engage in role-playing scenarios where you practice writing formal letters in a business context. This can help build confidence and fluency.
4. **Feedback and Editing:**

- **Activity:** Exchange letters with a peer or mentor for feedback. Learn to edit and improve based on constructive criticism.
5. **Cultural Exchange:**
 - **Activity:** Connect with individuals from different cultural backgrounds. Exchange letters to understand and appreciate cultural nuances in communication.
 6. **Business Correspondence:**
 - **Activity:** Simulate business scenarios by writing formal letters related to job applications, cover letters, or professional inquiries.
 7. **Writing Challenges:**
 - **Activity:** Participate in writing challenges that involve crafting formal or informal letters on specific topics. This can be done individually or as part of a group.
 8. **Reading Formal Documents:**
 - **Activity:** Analyze formal documents such as contracts, official announcements, or legal letters. Understand the language and structure used in such documents.

Course Focussing on Cross Cutting Issues:

Title of the Course : Foundation Course: Paper I I

Semester : II

Course Code : FU232FL

UNIT 1

1. **Role-Playing Scenarios:**
 - **Activity:** Create role-playing scenarios where students engage in conversations that involve demonstrating human value, gender equity, and professional ethics. For example, simulate a workplace situation where a decision needs to be made considering these values.
2. **Debates and Discussions:**
 - **Activity:** Organize debates or discussions on topics related to human value, gender equity, and professional ethics. This can be conducted in the target language to enhance language skills while addressing important societal issues.
3. **Interviews:**
 - **Activity:** Conduct interviews with professionals from diverse backgrounds. This not only improves language skills but also

exposes students to real-world perspectives on human value, gender equity, and professional ethics.

4. Writing Assignments:

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

5. Cultural Exploration:

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

UNIT 2

HUMAN VALUES

Gift Values Discussion:

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

2. Cultural Perspectives on Gift-Giving:

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

3. Role-Playing Ethical Shopping:

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

4. Expressing Gratitude:

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

5. Creating Thoughtful Gifts:

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

GENDER EQUITY

1. Gender-Inclusive Shopping Scenarios:

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

2. Inclusive Gift Ideas Discussion:

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

3. Exploring Cultural Perspectives on Gender and Shopping:

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

4. Gender Representation in Gift Offers:

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

PROFESSIONAL ETHICS

1. Ethical Shopping Decision-Making:

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

2. Discussion on Consumer Responsibility:

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

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

3. Research on Ethical Certifications:

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

4 Mock Negotiations:

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

UNIT 3

HUMAN VALUES

1. Community Mapping Project:

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

2. Cultural Exploration of Directions:

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

Reflective Writing on Helping Others:

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

GENDER EQUITY

1. Gender-Inclusive Mapping Project:

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

2. Cultural Sensitivity Discussion:

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

PROFESSIONAL ETHICS

1 Ethical Directions Role-Playing:

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

2. Ethical Decision-Making in Navigation:

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

UNIT 4

HUMAN VALUE

1. Values in Song Lyrics:

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

2. Values in Vacation Narratives:

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

GENDER EQUITY

Gender-Inclusive Song Analysis:

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

PROFESSIONAL ETHICS

1. Ethical Decision-Making Scenarios:

- Activity: Develop scenarios where students need to provide advice or express obligation in a professional context. Emphasize the ethical considerations involved, such as maintaining confidentiality and promoting integrity.
2. Analysis of Ethical Language in Songs:
 - Activity: Analyze song lyrics that touch on professional or ethical themes. Discuss how language is used to convey ethical messages and responsibilities in a work or professional setting.

UNIT 5

Activities to Integrate Human Values:

1. Gratitude Letters:

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

2. Values-Based Letters:

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

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Activities to Integrate Professional Ethics:

1. Professional Networking Letters:

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

2. Reflective Letters on Ethical Practices:

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

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QUESTION PAPER MODEL

Part A

Dites vrai ou faux (K1)

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

Choisissez la meilleure réponse (K2)

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

Part B

Traduisez en anglaise (K3)

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

2. Ecrivez une lettre (K6)

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

Part C

Complétez avec où , qui ou que (K4)

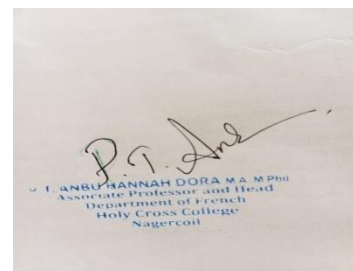
1. La France est le pays Christian habite .

.....reçoit le plus de touristes .

.....j 'aimerais bien visiter cet été

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

..... nous avons invité à la maison .



SEMESTER IV

Teaching Plan

Department : French
Class :
Title of the Course : Initiation to French literature -II
Semester : IV
Course Code : FU231FL1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
FLU231FL1	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	understand the background of French Literature	K2
CO-2	imbibe the values conveyed through literary piece	K1
CO-3	Translate passages in French	K3
CO-4	communicate in French	K2
CO-5	Gain knowledge about French Civilisation	K4
CO-6	develop Creative Writing Skills	K6

Unit	Module	Topic	Teaching hours	Cognitive level	Pedagogy	Assessment Evaluation
I						
	a	Le conditionnel passé			1.Contextualized Activities 2.Explanation and Examples Participatory learning	1.Verbal Assessment 2. Scenario-Based Questions
	b	Le subjonctif présent			1.Introduction and Explanation 2. Verb Conjugation Practice Lecture method	1.Fill in the Blanks 2.Error Correction 3. quiz(slido)
	c	Le superlatif			1.Comparative Analysis 2.Vocabulary Expansion 3.Multimedia Resources Experiential learning	1.Multiple-Choice Questions (google forms) 2.Peer Evaluation 3. Quizizz
II						
	a	L'expression de la cause			1.Contextualized Practice Blended learning	1.Sentence Completion 2.Oral Presentations
	b	L'expression de la conséquence			1.Guided Practice 2.Discussion and Debate Participatory learning	1.Sentence Formation 2.Problem solution Tasks 3.News Analysis
	c	L'expression de temps			1.Presentation and Vocabulary Lecture	1.Time management task 2.Picture description
III						

	a	L'expression du But	3		1.Explanation and Examples Lecture method	1.Fill in the blanks 2.Writing tasks 3.Quiz (nearpod)
	b	L'opposition et la concession	3		1.Vocabulary Development 2.Reading and Analysis Participatory method	1.Oral Presentation 2.Comprehension
	c	Le condition et l'hypothèse	3		1.Explanation and Examples Lecture PPT (Gamma)	1.Oral Interaction 2.Dialogue and Presentation
IV						
	a	Le pont Mirabeau -Guillaume Apollinaire			1.Reading and Analysis 2.Creative response Flipped classroom	1.Paragraph writing 2.Poetry Analysis 3.Visual representation
	b	Le Coq et la Renard			Fable Comprehension Character Analysis Participatory learning	Character Sketch Story rewriting
	c	D'écailles et le feu			Translation And Language Study Literary analysis Lecture	Character study and comparative analysis
V						

	a	Une recette Française			1.Cooking demonstration 2.Recipe modification Experiential learning	Recipe presentation
	b	La Française pour la communication			1.Conversation practice 2.Role plays Participatory learning	1.Conversation assessment 2.Viva voce

Course Focussing on Skill Development :

Title of the Course : Initiation to French literature -II

Semester : IV

Course Code : FU231FL1

SKILLS ACQUIRED:

Le conditionnel passé

Song Lyrics: Have students rewrite the lyrics of a popular song, using the conditionnel passé to create new meanings or tell a different story.

Le subjonctif présent

Interview Activity: Organise an interview activity where students have to ask and answer questions using the subjonctif présent. They can take turns being the interviewer and interviewee, discussing topics related to their aspirations or wishes.

Le superlatif

Advertisement Creation: Divide students into groups and ask them to create advertisements or commercials using the superlative form to highlight the best features of a product or service.

L'expression de temps

Daily Routine Dialogue: Pair up students and ask them to create a dialogue where they talk about their daily routines using different time expressions. Encourage them to include specific activities and the time they occur.

Le pont Mirabeau – Guillaume Apollinaire

Creative Writing: Invite students to write their own poem.

Visual Representation: Ask students to create a visual representation of the poem using various artistic mediums such as drawing, painting, or collage. Have them explain their creative choices and how they relate to the poem.

Le coq et la Renard – Jean de la Fontaine (fable)

Story Rewriting: Challenge students to rewrite the fable, changing the outcome or introducing new characters. This activity allows them to explore alternative perspectives and exercise their creativity.

D'écailles et le feu – K. Rowling, Harry Potter

Character Study: Ask students to choose a character from the Harry Potter series and write a character analysis focusing on their personality, motivations, and development throughout the story.

Une recette français

Cooking Demonstration: Organize a cooking activity where students follow a French recipe and prepare the dish in small groups. This hands-on experience allows them to practise cooking skills, follow instructions, and immerse themselves in French culinary traditions.

Course Focussing on Cross Cutting Issues:

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Human Values:

Le pont Mirabeau – Guillaume Apollinaire:

1. Human Values:

- Discuss the theme of love, relationships, and the passage of time in the poem. Encourage students to reflect on the importance of cherishing moments and valuing human connections.

2. Environment Sustainability:

- Explore the bridge as a symbol of human interaction with the environment. Discuss the environmental impact of bridges and infrastructure development on natural ecosystems and landscapes.

3. Gender Equity:

- Discuss the representation of gender roles and dynamics in the poem. Analyze how gender influences the themes of love, loss, and relationships portrayed in the poem.

b) Le coq et la Renard – Jean de la Fontaine (fable):

1. Human Values:

- Discuss the moral lesson conveyed in the fable. Engage students in a discussion on the importance of integrity, honesty, and trustworthiness in personal and professional relationships.

2. Environment Sustainability:

- Explore the natural environment depicted in the fable and the interactions between animals and their habitats. Discuss the importance of preserving biodiversity and ecosystems.

3. Gender Equity:

- Analyze the portrayal of gender in the fable

4. Encourage students to critically examine gender roles

5. Professional Ethics:

- Engage students in a conversation about the ethical responsibilities of individuals in positions of power or influence, highlighting the consequences of unethical actions

D'écailles et le feu – K. Rowling, Harry Potter:

1. Human Values:

- Explore the themes of courage, friendship, and sacrifice depicted in the story. Discuss the importance of these values in personal growth and building strong relationships.

2. Environment Sustainability:

- Analyze the magical creatures and their habitats described in the story

3. Gender Equity:

- Examine the portrayal of gender roles and diversity in the story. Discuss the representation of female characters and their agency,

4. Professional Ethics:

- Discuss the ethical responsibilities of individuals with magical abilities, such as using magic responsibly and considering the consequences of their actions.

Une recette française (A French recipe):

1. **Human Values:**

- Discuss the cultural significance of food and the values associated with French cuisine, such as hospitality, tradition, and sharing.
- Encourage students to reflect on the importance of food in bringing people together, fostering relationships, and promoting cultural exchange.

2. **Environment Sustainability:**

- Explore sustainable food practices in French cuisine, such as sourcing local and seasonal ingredients, reducing food waste, and supporting organic farming.

3. **Gender Equity:**

- Analyze the role of gender in the culinary industry, both historically and in contemporary times. Discuss the representation of female chefs and the challenges they may face.

4. **Professional Ethics:**

- Discuss the ethical considerations in the culinary profession, such as food safety, quality, and fair labor practices.

Employability

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

Assignment:

1. Exhibition

Question paper model:

I.a) Traduisez en anglais:- k3

Une trentaine de sorciers, sept ou huit pour chaque dragon, essayaient de les contrôler, tirant sur les chaînes attachées à d'épaisses sangles de cuir qui leur entouraient les pattes et le cou. Fasciné, Harry leva la tête et vit, loin au-dessus de lui, les yeux du dragon noir, les pupilles verticales comme celles d'un chat, exorbités par la peur ou la rage, il n'aurait su le dire... La créature produisait un bruit horrible, un hurlement aigu, lugubre4 ... « Attention Hagrid, n'approchez pas ! cria un sorcier près de la palissade, tirant de toutes ses forces sur la chaîne qu'il tenait entre ses mains. Ils peuvent cracher du feu jusqu'à une distance de six mètres ! Ce Magyar à pointes peut même aller jusqu'à douze mètres. – C'est magnifique ! » dit Hagrid d'une voix émue

II.a) Lisez le texte et répondez aux questions:- k2

Depuis 400 ans la vieille ville de Québec domine le fleuve Saint-Laurent. Partez de la grande terrasse Dufferin, le lieu de rendez-vous des touristes et des Québécois. Admirez la vue splendide sur le fleuve et sur la basse-ville. Entrez dans l'hôtel château-Frontenac. Sa silhouette imposante est connue dans le monde entier. Redescendez à la terrasse et découvrez les rues étroites de la ville: la pittoresque rue du Trésor, pleine de tableaux exposés par de jeunes peintres; la rue Saint-Louis avec ses maisons anciennes, ses petits restaurants, son animation. Remarquez une petite maison à toit rouge du XVII^e siècle, appelée " Aux Anciens Canadiens". Marchez jusqu' à la Place Royale, le premier lieu habité de la Nouvelle-France en 1608. Visitez l' église Notre-Dame-des-Victoires sur la place et le quartier petit- Champlain plein de couleurs et de fleurs en été. Venez aussi à Québec en hiver. La ville est belle sous la neige pour la grande fête de Carnaval au mois de février.

Questions:

i) Où est-ce que les jeunes peintres exposent leurs tableaux ?

- ii) Quel est le nom de la petite maison à toit rouge?
- iii) Quel est le premier lieu habité de la Nouvelle-France?
- iv) Quel fleuve domine Québec?
- v) Décrivez la ville Québec

b) Ecrivez trois paragraphes au choix :-k6

1. Quelle comparaison Apollinaire fait-il entre l'eau et l'amour dans son poème Le pont Mirabeau?
2. Quelle morale donne le fabuliste Jean de la Fontaine dans sa fable Le coq et le renard?
3. Décrivez la fascination d'Hagrid pour les dragons dans Harry Potter à l'école des sorciers.
4. Ecrivez une recette

1. Complétez au conditionnel passé. K1

1. Vous _____ (accepter) cette proposition?
2. Je _____ (détester) vivre à la campagne!
3. Il _____ (préférer) être musicien.
4. Ils _____ (aimer) rester plus longtemps.
5. Tu _____ (pouvoir) me prévenir !

2. Mettez les verbes au subjonctif présent: k3

- 1) J'aimerais que vous _____ (venir) chez moi .
- 2) Je voudrais que tu _____ (faire) les courses.
- 3) Je voudrais que vous me _____ (attendre) .
- 4) Je ne veux pas que tu _____ (être) en retard.
- 5) Il faut que je _____ (écrire) quelques mails.

3. Répondez librement, en utilisant un superlatif. k6

1. C'est un livre intéressant? - _____

2. C'est une Belle ville?-----

3. C'est un bon restaurant?-_____

4. Ce sont des solution intéressantes?-_____

5. Ce sont des appareils utiles?-_____

4. Transformez en utilisant << par + nom >>.k4

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

1. Il a fait ça place qu'il l'aimait. - _____

2. Elle n'a pas réagi parce qu'elle avait peur. - _____

3. Ils lui ont prêté de l'argent parce qu'ils sont amis. - _____

4. Elle n'a pas demandé d'aide parce qu'elle est orgueilleuse. - _____

5. Il n'a pas étudié parce qu'il est paresseux. - _____

5. Complétez par « avant de » ou « avant que ».k2

1. Je veux finir cet exercice _____ mes amis n'arrivent.

2. Pars _____ il ne pleuve !

3. _____ prendre une décision, demande conseil !

4. Ils ont visité beaucoup de maisons _____ en acheter une.

5. Pense à payer tes impôts _____ il ne soit trop tard