



INDEX

DEPARTMENT OF GRS (FRENCH)

SEMESTER-II

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COURSES OFFERED BY DEPARTMENT OF GERMANIC AND ROMANCE
STUDIES

Category I

DISCIPLINE SPECIFIC CORE COURSE – 4:

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|--|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Language in Context: Developing Reading and Writing Skills (2) | 4 | 3 | 1 | 0 | Class XII Passed | NIL |

Learning Objectives

In semester 2, students will learn

- Describe their daily schedule
- Write about a TV program or series.
- Write and reply to an invitation
- Describe an object
- Describe his food habits and preferences
- Read a menu
- Prepare a menu
- Read a recipe.
- Write a recipe
- Describe a past event
- Describe their projects

Course Learning Outcomes

At the end of Semester 2, students will be able to

- read simple texts and answer questions on them.
- write on subjects pertaining to themselves and their immediate environment.
- complete Level A1 of reading and writing skills as prescribed in the Common European Framework

SYLLABUS OF DSC-2¹

Unité 5: (Lessons 1-4 + Project): (Weeks 1, 2, 3)

¹A text book contains 6-8 modules/units called *unité*. Each unite with the exception of *unité 0* which is the introductory unit comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of weeks needed to cover a *unité* of 4 lessons.

Reading Comprehension: Reading and understanding simple texts on daily activities of different people information in the form of statistics or tables, daily TV program schedules posters and emails announcing events (cultural and sportive) and answering questions on them.

Writing : Write a short text, an email describing one's daily schedule, a cultural or sportive event, preparing a time table, sending, accepting or refusing an invitation.

Grammar: Reflexive verbs, structure *Aller + infinitive* used to describe events in the immediate future (Futur proche) prepositions of time. Modal verbs (*pouvoir, vouloir, devoir savoir* in the present), structure *il faut+ infinitive*

Vocabulary: Daily activities, sports and hobbies, time tables, places for outings (restaurant, festivals, etc clothing and sports accessories, structures to invite accept or refuse an invitation. describing one's feelings.

Intercultural: Sports, sport competitions, festivals.

Practical component (if any) – NIL

Unité 6: (Lessons 1-4 + Project): (Weeks 4, 5, 6 ,7)

Reading Comprehension: To read short texts or dialogues on collections (coins, post cards etc), on fashion, on products in the supermarket and answer simple questions on them. Rearrange a short text in order.

Writing: Prepare a sales poster for a shop, describe clothes, answer an advertisement for a clothes sale.

Grammar: Conjunctions of coordination (et and ou), expression de but (objective) with the structure "*pour + infinitif*", Interrogative adjectives (*quel, quelle, quels, quelles*), demonstrative adjectives (*ce, cet, cette, ces*).

Vocabulary: Everyday objects, purchases, market, stores, different types of payment methods, colors, clothes and clothing accessories, sales,

Intercultural: shops/stores in France and francophone countries, currency in France and francophone countries, fashion.

Unité 7: (Lessons 1-4 + Project): (Weeks 8, 9, 10, 11)

Reading Comprehension: Read short texts on alimentary habits in France and francophone countries, a recipe, a menu, restaurant review and answer questions on them. Put recipe instructions in order, put a dialogue in order, describing a past event.

Writing: Write a recipe, a restaurant review, prepare a menu.

Grammar: Partitive articles, expressions of quantity, le passé composé (past perfect).

Vocabulary : Names of ingredients, meals, measurements and quantities, restaurant.

Intercultural : Meals in France and francophone countries,, traditional recipes, Table manners.

Unité 8: (Lessons 1-4 + Project): (Weeks 12, 13, 14, 15)

Reading Comprehension: Read an interview with an explorer, a short description about a trip, description of a futuristic airport, a hotel brochure, understand a train ticket and train time table, a short dialogue at the lost baggage counter of an airport and answer questions on them.

Writing: Write about a trip you have undertaken, about your last vacation fill in a lost baggage form.

Grammar: Markers of time (*dans, depuis, il y a*), Comparative, expression of cause (*pourquoi, parce que*) and consequence (*donc, alors*)

Vocabulaire : Nature, weather, travel, journey by air or by train.

Intercultural: travel accounts of French and francophone travellers.

Practical component (if any) – NIL

Essential/recommended readings:

Any of the textbooks given below may be prescribed.

1. Abi Mansour D, Anthony S, Soucé A, Fenoglio P, Papin K. Vergues M :“*Odysée A1, Méthode de français*”, CLÉ International, France, 2021, Unités 5-8.
2. Jegou D, Vial C : « *La Classe A 1, Méthode de français* »,CLÉ International, 2019, Unités 4-6.
3. Cocton Marie-Noëlle, Pommier Emilie, Ripaud Delphine, Rabin Marie : « *L’Atelier A1, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 5-8.
4. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, Collige-Neunschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi – 1 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8
5. Alcaraz Marion, Braud Céline, Calvez Aurélien, Cornuau Guillaume, Jacob Anne, Vidal Sandrine : « *Edito- A 1 Méthode de français (2^e édition)* », Editions DIDIER FLE, 2022, Unités 6-10.
6. Rio Lénia : “*Odysée A1, Cahier d’activités*”, CLÉ International, France, 2021, Unités 5-8.
7. Chanéac-Knight Laetitia : « *La Classe A 1, Cahier d’activités* », CLÉ International, 2019, Unités 4-6.

8. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
 9. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandrin (DELFL) : « *Défi – 1 Cahier d'activités* », Éditions Maison des Langues, 2018, Unités 5-8
- Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 5

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|--|----------|-----------------------------------|----------|---------------------|-------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Language in Context: Developing Listening and Speaking Skills (2) | 4 | 3 | 1 | 0 | Class XII passed | NIL |

Learning Objectives

In Semester 1, students will learn to

- Ask for and give information about daily activities.
- Speak about his personal preferences, likes and dislikes
- Ask about and give information on a planned outing (cultural, sportive etc.)
- Accept or refuse an invitation.
- Describe an object, present its characteristics.
- Express his opinion, agreement or disagreement on a subject.
- Carry out simple purchases for goods and services.
- Talk about his alimentary preferences.
- Express measurements and quantities..
- Reserve a table in a restaurant.
- Order in a restaurant.
- Talk about past events
- Present his projects
- Ask for and give information.
- Ask for and propose to help

Learning outcomes

At the end of Semester 1, students will be able to

- listen to and understand simple texts and answer questions on them.
- talk on subjects pertaining to his/her immediate environment.
- interact in simple everyday situations.
- attain Level A1 of listening and speaking skills as described in the Common European Framework.

SYLLABUS OF DSC- 5²

Unité 5: (Lessons 1-4 + Project): (Weeks 1, 2, 3)

Listening Comprehension: Watch a video or listen to a short text where one speaks about one's daily activities, makes plans for an outing and answer simple questions on them.

Speaking: Talk about your daily activities, about your likes and dislikes, , ask questions to a friend, to identify his/her likes and dislikes, discuss your schedule for the day to fix an appointment/meeting, invite a friend to an event, explain a problem to a friend,, propose a solution to a problem, present a tradition in your country and compare it to a tradition in a francophone country.

Phonetics: Intonation used to ask a question. Opposition of non nasal and nasal sounds.

Vocabulary: Daily activities, sports and hobbies, time tables, places for outings (restaurant, festivals, etc clothing and sports accessories, structures to invite accept or refuse an invitation. describing one's feelings.

Intercultural: Sports, sport competitions, festivals.

Unité 6: (Lessons 1-4 + Project): (Weeks 4, 5, 6 ,7)

Listening comprehension: listen to a short announcement promoting a product in the supermarket,a short description of a store, an interview by a journalist of customers in a story, a short advertisement on the radio,watch a video and answer questions on them.

Speaking: Ask for advice in a store on a gift for a friend,make and present a weekly budget, describe clothes and clothing accessories, speak about fashion in your country, short dialogues.

Phonetics: Introduction to semi vowels, nasal vowels

Vocabulary: Everyday objects, purchases, market, stores, different types of payment methods, colors, clothes and clothing accessories, sales,

² A text book contains 6-8 modules/units called *unité*. Each unite with the exception of unite 0 which is the introductory unit comprises 4 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 4 lessons with a total duration of the number of weeks needed to cover a *unité* of 4 lessons.

Intercultural: shops/stores in France and francophone countries, currency in France and francophone countries, fashion.

Unité 7: (Lessons 1-4 + Project): (Weeks 8, 9, 10, 11)

Listening Comprehension: listen to short texts and associate different objects used in the kitchen and to set a table, listen to a dialogue between a client and a waiter, watch a video on table manners and answer questions on them. Watch a video and complete a text.

Speaking: Talk about one's alimentary preferences, one's daily meals, ask for and give information about the ingredients in a recipe or in a dish, reserving a table in a restaurant dialogue between a client and a waiter in different situations (ordering a meal, expressing one's discontent at the service in a restaurant etc), talking about/narrating past events.

Phonetics: Revision of nasal vowels, accent in a sentence, sentence rhythms.

Vocabulary : Names of ingredients, meals, measurements and quantities, restaurant.

Intercultural : Meals in France and francophone countries,, traditional recipes, Table manners.

Unité 8: (Lessons 1-4 + Project): (Weeks 12, 13, 14, 15)

Listening Comprehension: listen to a reportage, an eyewitness account on a visit to another country, announcements in a plane at the aeroport and answer questions on them

Speaking: Give one's impressions about a country which one has lived in or visited, compare two countries or towns in terms of visiting them as a tourist, talk about your travelling preferences, a dialogue between you and a hotel receptionist on arrival at the hotel, a dialogue between you and the agent at the lost baggage counter, a telephone conversation between your friend and you after having lost your luggage, description of the luggage you have lost)

Phonetics: Semi vowels and minimal pair "ge" and "je"

Vocabulaire : Nature, weather, travel, journey by air or by train.

Intercultural: travel accounts of French and francophone travellers.

Practical component (if any) – NIL

Essential/recommended readings:

Any of the textbooks given below may be prescribed.

1. Abi Mansour D, Anthony S, Soucé A, Fenoglio P, Papin K. Vergues M :“*Odysée A1, Méthode de français*”, CLÉ International, France, 2021, Unités 5-8.

2. Jegou D, Vial C : « *La Classe A 1, Méthode de français* », CLÉ International, 2019, Unités 4-6.
 3. Cocton Marie-Noëlle, Pommier Emilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 5-8.
 4. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, Collige-Neunschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi – 1 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8
 5. Alcaraz Marion, Braud Céline, Calvez Aurélien, Cornuau Guillaume, Jacob Anne, Vidal Sandrine : « *Edito- A 1 Méthode de français (2^e édition)* », Editions DIDIER FLE, 2022, Unités 6-10.
 6. Rio Lénia : “*Odysée A1, Cahier d’activités*”, CLÉ International, France, 2021, Unités 5-8.
 7. Chanéac-Knight Laetitia : « *La Classe A 1, Cahier d’activités* », CLÉ International, 2019, Unités 4-6.
 8. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Cahier d’activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
 9. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandrin (DELFL) : « *Défi – 1 Cahier d’activités*», Éditions Maison des Langues, 2018, Unités 5-8
- Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE – 6:

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|----------------------------|---------|-----------------------------------|----------|---------------------|----------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Language through texts (2) | 4 | 3 | 1 | 0 | Class XII Passed | NIL |

Learning Objectives

- Introduction to extracts from contemporary literary texts of both French and francophone writers.

- Introduction to varied cultural themes of France and francophone countries to develop vocabulary and written expression.
- Creating awareness of present day France through short journalistic texts.
- Development of language competence (reading skills, comprehension and vocabulary)

Learning Outcomes

At the end of semester 2, a student will be able to

- read and understand a short literary text adapted for students of level A1 and to answer questions on the same.
- Read and understand a short culture based text adapted for students of level A1 and to answer questions on the same.
- read and understand a short journalistic text adapted for students of level A1 and to answer questions on the same.

SYLLABUS OF DSC-6

Unit 1: Literary texts³ (Weeks 1-5)

1. Céline, Louis Ferdinand: « *Voyage au bout de la Nuit* »
2. Anouilh, Jean : « *Antigone* »
3. Sagan Françoise : « *Bonjour Tristesse* »
4. Le Clézio, J-M Gustave : « Lullaby » in *Mondo et autres histoires*
5. Condé Maryse : « *Moi, Tituba sorcière* »
6. Reza Yasmina : « *Trois versions de la vie* »

Unit 2: Texts on culture and civilisation⁴ (Weeks 6-10)

1. Les Loisirs
2. Le Travail
3. Le Système de santé
4. La France urbaine
5. La France rurale
6. Les Vacances

Unit 3: Short texts from newspapers.(Weeks 11-15)

Material will be made available by the Department as journalistic texts have to refer to events in real time.

Practical component (if any) - NIL

Essential/recommended readings

To be compiled and provided by the Department.

³ The titles cited above are examples of texts. The teacher can bring in other literary texts adapted to the level of students.

⁴ The teacher can introduce themes and material adapted to the level of the students.

1. Blondeau Nicole, Allouache Ferroudja, Né Marie-Françoise « *Littérature progressive du français, A1-A2 niveau débutant*» (2^e édition avec 600 activités), CLÉ, International, 2019.
2. Carlo Catherine, Causa Marielle :« *Civilisation Progressive du français, A1, niveau débutant* » (3^e édition avec 450 activités), CLÉ International, 2019.
3. “ *Le plaisir de lire en français*” Level A1 romans illustrés, Les Éditions DIDIER
4. *Le Journal des Enfants*: A weekly newspaper for young learners.

Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category III

BA (Prog.) with French as Minor (Non-Major)

DISCIPLINE SPECIFIC CORE COURSE (DSC-2): French in Context: Basic Level – 2

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course (if any) |
|---|----------|-----------------------------------|----------|---------------------|-------------------------|--------------------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| French in Context: Basic Level-2 | 4 | 3 | 1 | Nil | Passed Class XII | None |

Learning Objectives: (Reading, Writing, Listening and Speaking):

In Semester 2, the student will learn to

- Read and understand simple documents, texts, emails describing one's routine, sports, shops, menus, recipes, weather report, travelogues etc.
- Listen to and understand basic phrases/ dialogues concerning one's daily routine, hobbies, purchases, recipes, etc.
- Present orally one's routine, one's likes and dislikes, express one's opinion, give advices...
- Engage in a simple conversation in everyday situations such as making purchases, talking about the weather, ordering a meal, etc.
- Describe past events and talk about recent events and plans.
- Describe a person physically and morally.
- Accomplish guided writing activities. A few sentences, short text, email describing one's daily routine, hobbies, preparing menus, writing recipes, weather report, travelogues...

Learning outcomes: (Reading, Writing, Listening and Speaking):

At the end of Semester 2, a student will

- be able to read, listen to and understand simple texts so as to answer questions on them;
- be able to write and talk on subjects pertaining to his/her immediate environment;
- interact in simple everyday situations.
- attain Level A1 of the Common European Framework (CEF).

SYLLABUS OF DSC-2⁵

Dossier 5 Lessons 1-6 + Project (Weeks 1,2,3,4)

⁵ A text book contains 6-8 modules/units called *dossier* Each dossier with the exception of unit 0 which is the introductory unit comprises 6 lessons. Therefore, the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons. In Semester 2, the remaining units of the text book will be covered i.e from Unit 5-8.

Reading Comprehension: Read content of an article (online newspaper, magazine etc.) , learning diary, biography of Francophone writers, extract of a literary text and answer questions based on them.

Writing: Make a list of things you did to improve your French language skills and compare with others in your class, make a list of 5 top young talented people of your country, write biography of a writer from your country who has won a prize in literature, present your favourite book and describe its protagonist, describe a famous chef in your country.

Grammar: *passé composé, passé récent, futur proche* , verb *Dire* (present tense), time markers, the structure *être* + adjective, the structure *avoir* + noun + adjective, the adjective *même*, usage of *passé composé* to talk about past events, usage of present tense to talk about current events, imperative.

Listening comprehension: Listen to interviews, radio programs and answer questions based on them.

Speaking: Describe past events and recent events and plans, present biography and describe a person physically and give advices.

Phonetics: The pronunciation of *viens* /vient[vj] and *viennent* [vjɛn], identify the silent e.

Vocabulary: Indicators of time, words used to describe one's education, success and plans, certain important stages of a person's life, physical description of a person and resemblances, words related to the job of a restaurant owner, newspapers and reports.

Cultural: Read articles in the press in order to discover and understand the world better.

Dossier 6 Lessons 1-6 + Project (Weeks 5,6,7,8)

Reading Comprehension: Read the contents of a webpage of a travel agency(travel itinerary), travel pamphlet, webpage of a guest house or hotel, travel diary, travel testimonials and answer questions based on them.

Writing: Make a travel plan for visiting a Francophone destination (type of travel, describe this Francophone destination , its location on map), choose any three cities of your choice and describe them, associate a colour with these cities,etc., write an article on a unique type of stay available in your country to attract Francophone tourists, write a column for a travel web page on top destinations in your country to visit according to the climate or season of the place, write a travel diary and describe your experiences.

Grammar: *Future Simple*, the structure *Il faut*, pronoun *y* , place of qualifying adjectives, present tense of IR verbs, structures to talk about climate and weather forecast, express emotions and feelings.

Listening comprehension: Listen to a telephonic conversation, radio program, audio post card, interviews, weather forecast, audio travel diary and answer questions based on them.

Speaking: Understanding the itinerary of a stay, choose a destination and travel package, describe a city or a place, describe types of accomodation, talk about seasons and climate, express one's emotions and feelings.

Phonetics: Nasal vowel [ã], consonant root system.

Vocabulary: Words related to travel, expressions of place, colours, adjectives for describing a place, different parts of the house and adjectives to describe them, weather , climate, months and seasons, emotions and feelings

Cultural: Francophone countries and overview of Francophony in 2015.

Dossier 7 Lessons 1-6 + Project (Weeks 9,10,11,12)

Reading Comprehension: Read and understand the contents of a menu, webpage, article(magazine or newspaper), observe photofit of a reader of a paperbook and answer questions based on them.

Writing: Compose an ideal menu choosing the French dishes and specialities available in French restaurants in your city or country, prepare the menu of a French meal precisising the quantity , create and compare photofit of an average reader of your class group and country (average age, qualification, city, number of books read, type of books read etc.) . Write an article on evolution or transformations in French gastronomy(previously and currently) and answer questions based on them.

Grammar: Indefinite article, partitive article, express definite quantities, pronoun *en*, structures for comparison, *imparfait*, expressions of time (past), verb *Payer* in present tense, structures for understanding and receiving a client, French reciprocal pronomial verbs.

Listening comprehension: Listen to interviews, conversations , audio article, report, radio programs and answer questions based on them.

Speaking: Give an opinion, make a purchase, compare one's habits, talk about changes from yesterday to today, buy clothes, give positive or negative judgements about your favourite places or monument in your city or country.

Phonetics: Various French sounds, expressive intonation.

Vocabulary: Food items , ingredients , components of a menu, make a purchase, words related to gastronomy, reading , clothes and accessories, structures used to give negative or positive judgement.

Cultural: French export products or presence of French products in other countries, slogans.

Dossier 8 Lessons 1-6 + Project (Weeks 13,14,15)

Reading Comprehension: Read and understand student testimonials about their educational experiences or journey, restaurant reviews and answer questions based on them.

Writing: Write an article on student's testimonials about their educational journey, plan a costume party, create a profile on a website to meet locals while travelling and share a meal at their house, write your suggestions and advices for organising a party.

Grammar: *Imparfait*, *passé composé* and present tense, structures to place an order in a restaurant, personal pronouns : direct object (*le, la, les*), and indirect object (*lui, leur*) , relative pronouns (*qui, que*), prepositions *chez/avec/sans* + emphatic pronouns, structures for giving an opinion or an advice.

Listening comprehension: Listen to audio testimonials, conversations, interviews, and answer questions based on them.

Speaking: Talk about one's educational journey of learning French, describe a restaurant, place an order, choose an outfit , describe a person or a thing, recommend a film or a show, organise a party.

Phonetics: Various French sounds.

Vocabulary: Words to talk about one's educational journey, adjectives and expressions to describe a restaurant, place an order in a restaurant, buy and rent clothes, words related to a meal, films and shows, festive events (festival, birthday party etc.).

Cultural: Program or schedule of a cultural event.

Practical component (if any) - NIL

Essential/recommended readings: Any of the text books given below may be prescribed:

1. Hirschsprung Nathalie, Tricot Tony avec la collaboration de d'Abreu Sophie et Veillon Anne (sons du français), Pardo Emilie (s'exercer), Mous Nelly (DELFF) : « *Cosmopolite A1 Méthode de français* », Hachette Français langue étrangere, 2017 Dossiers 5-8.

2. Cocton Marie-Noëlle, Pommier Emilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 5-8.
3. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, Collige-Neunschwander Valerie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi – 1 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8.
4. Abi Mansour D, Anthony S, Soucé A, Fenoglio P, Papin K. Vergues M: « *Odysée A1, Méthode de français* », CLÉ International, France, 2021, Unités 5-8.
5. Alcaraz Marion, Braud Céline, Calvez Aurélien, Cornuau Guillaume, Jacob Anne, Vidal Sandrine : « *Edito- A 1 Méthode de français (2^e édition)* », Editions DIDIER FLE, 2022, Unités 6-10.
6. Hirschsprung Nathalie, Mater Anais, Mathieu-Benoit Emilie, Mous Nelly, Tricot Tony : « *Cosmopolite A1 Cahier d'activités* » , Hachette Français langue étrangere, 2017 Dossiers 5-8.
7. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
8. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandrin (DELF) : « *Défi – 1 Cahier d'activités* », Éditions Maison des Langues, 2018, Unités 5-8.
9. Rio Lénia : « *Odysée A1, Cahier d'activités* », CLÉ International, France, 2021, Unités 5-8.
10. Baylocq Marie-Pierre, Brémaud Stéphanie, Campopiano Stefano, Cheilan Clara : « *Edito A1 Cahier d'activités* », Les Éditions DIDIER FLE, 2022, Unités 6-10.

Additional material may be used.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Category-IV

**GENERIC ELECTIVE (GE-2)
Basic Communicative French (2)**

Credit distribution, Eligibility and Pre-requisites of the Course

| Course title & Code | Credits | Credit distribution of the course | | | Eligibility criteria | Pre-requisite of the course |
|--------------------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| Basic Communicative French (2) | 4 | | | | | |

Learning Objectives: Reading and Writing:

In Semester 2, the student will learn

- To describe about past event
- To describe recent events and projects
- To read and understand short simple biographies
- To describe a person
- To read and understand a website
- To describe a trip
- To read and understand an itinerary.
- To describe a specific city or place
- To describe different types of habitations
- To describe the seasons
- To read and understand a menu
- To describe alimentary habits
- To describe clothing and accessories
- To describe one's progress in learning the French language
- To read and understand a menu
- To describe an object
- To describe and compare various types of outings (cinema, theatre etc)

Course Learning Outcomes (Reading and Writing)

At the end of Semester 2, students will be able to

- Read simple texts and answer questions on them.
- Write about subjects pertaining to his/her immediate environment.

- Complete Level A1 of reading and writing skills as described in the Common European Framework.

Learning Objectives (Listening and Speaking)

In Semester 2, students will learn

- To talk about past events
- To talk about recent events and projects
- To describe a person
- To give advice
- To talk about a town or a specific place
- To talk about the weather, seasons and climate
- To express one's emotions
- To give one's opinion about a meal, a restaurant
- To compare food habits in different countries
- To buy clothes
- To do a positive or negative appraisal
- To order a meal in a restaurant
- To describe a person or object
- To organise an event.

Course Learning Outcomes (Listening and Speaking)

At the end of Semester 2, students will be able to

- listen to and understand simple texts and answer questions on them.
- talk on subjects pertaining to their immediate environment.
- interact in simple everyday situations.
- attain Level A1 of listening and speaking skills as described in the Common European framework.

SYLLABUS OF GE 2 (FRENCH)⁶

Dossier 5: Lessons 1-6 + Project (Weeks 1, 2 3)

Reading Comprehension: to read and understand short texts, web sites on past events, describing people or giving advice and answering questions on them. To read and understand simple biographies.

Writing: To create one's learning diary , to write about past events, projects and experiences, to write a short biography of a well known person, describe a person, to make a list of advice in a specific situation (ex. improve one's French)

Grammar: le Passé compose (past perfect) the structure « *Venir+ de + infinitif* » to refer to recent past events, the structure “ *Aller + Infinitif*” to refer to events in the immediate future, Verb “*dire*” (present tense), markers of time. l'impératif.

Listening Comprehension: to listen to and understand interviews, radio programs on an individual's learning experiences, projects, past events and answer questions on them

⁶ A text book contains 6-8 modules/units called *dossier* Each dossier with the exception of unite 0 which is the introductory unit comprises 6 lessons. Therefore the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons.

Speaking: to talk about one's learning experiences, projects, past events, present an author, describe a person, give advice in specific situations.

Phonetics: distinction between nasal and oral vowels, e muet, difference between the present and the past perfect tense.

Vocabulary: Words related to project description, numbers, stages in a person's life, a restaurant owner's profession, press and news reports.

Intercultural: Media

Dossier 6: Lessons 1-6 + Project (Weeks 4, 5, 6, 7)

Reading Comprehension: Read and understand an itinerary, a flyer, read and understand a website proposing different types of trips, different types of stays, read and understand a short text describing a city, seasons, climate, a short travelogue and answer questions on them.

Writing: Prepare an itinerary, a flyer, write a short text proposing different types of trips and stays, describing a city, a blog to describe the weather, a short travelogue.

Grammar: Simple future tense, the structure "*il faut*", Pronoun *y*, place of qualifying adjectives, structures to describe weather and the climate, emotions and sentiments.

Listening Comprehension: to listen to and understand telephone conversations, radio programs, interviews referring to travel and weather, listen to and understand a weather report to be able to answer questions on them.

Speaking: Present an itinerary, a francophone country, a city of your choice, different types of stays and lodging, the weather report, your opinion about a trip you went for.

Phonetics: nasal vowels, groups of consonants.

Vocabulary: Terms related to travel and tourism, expressions to situate a town or a country, adjectives of color, rooms in a lodging, weather, months and seasons, emotions and sensations.

Intercultural: Francophone countries

Dossier 7: Lessons 1-6 + Project (Weeks 8, 9, 10, 11)

Reading comprehension: read and understand a menu, read and understand a short text on a specialized grocery store, reading habits of the French, evolution in vocational training, clothes and fashion and answer questions on them.

Writing: Prepare a menu, a list of ingredients with corresponding quantities, describe reading habits in your country, describe clothing and accessories, a restaurant

Grammar: use of indefinite and partitive articles, expressions of quantity, pronoun *en*, the comparative, l'imparfait (past continuous tense) verbe *payer* (present tense)

Listening comprehension: Listen to and understand conversations, interviews, new reports and radio programs on food, restaurants, fashion, clothing and answer questions on them.

Speaking: talk about a restaurant, its menu, the ingredients in a specific dish, reading habits in your country, vocational training today and in the past, describe a person, your favorite city/ tourist destination dialogue between a vendor and a client.

Phonetics: paire minimale p et b, je et sh, intonation nasal vowels.

Intercultural: Gastronomy, clothing.

Dossier 8: Lessons 1-6 + Project (Weeks 12, 13, 14, 15)

Reading Comprehension: to read and understand short texts, first hand reports, websites and Internet forums on learning experiences, restaurants, dressing styles, persons or objects, films and shows and answer questions on them

Writing: describe a restaurant, write a review about a restaurant, describe dressing styles, an object or a person, write about a film, and create your internet profile.

Grammar: use of Present tense, past perfect tense and past continuous tense. Pronouns for the direct object (*le la l' les*), relative pronouns *qui, que/qu'*, Pronoms toniques after *chez, avec and pour*, Structures to express one's opinion and to advise, pronouns for the indirect object (*lui, leur*)

Listening Comprehension: Listen to and understand first hand reports, conversations and interviews dialogues on various cultural events (a film, a show, a masked ball,) a menu, and answer questions on them.

Speaking: talk about one's progress in French, present a restaurant, order a meal, describe a person or an object, give one's opinion on a cultural event, organise an evening..

Phonetics: semi vowels and oral vowels.

Intercultural: Cultural activities