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DEPARTMENT OF GERMANIC & ROMANCE STUDIES – FRENCH

SEMESTER-III

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B.A. (HONOURS) FRENCH

DISCIPLINE SPECIFIC CORE COURSE – 7:

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 (3)	4	3	1	0		

Learning Objectives

In semester 3, students will learn to

- Prepare for a meeting
- Accept or refuse an appointment, invitation
- Write and reply to an invitation
- React to a problem situation
- Describe habits
- Write about daily schedules
- Describe a past event
- Describe a place
- Describe a physical state
- Describe a person's character
- Write a biography
- Write a dialogue for a specific situation or a *roman-photo*.
- Describe their projects
- Describe their family

Course Learning Outcomes

At the end of Semester 3, students will be able to

- read simple texts and answer questions on them.
- write on subjects pertaining to themselves and their immediate environment.
- complete partially Level A 2 of reading and writing skills as prescribed in the Common European Framework

SYLLABUS OF DSC-7¹

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

Reading Comprehension: Reading and understanding simple texts, and answering questions on them.

Writing : Write an invitation accept or refuse an invitation, description of a cultural event or activity, propose a meeting, accept or refuse a meeting proposal, fill in a lost property form.

Grammar: Negatives with *ne...plus, ne ...rien, ne personne*, structure *être en train de+ infinitif* (le present progressif), *être à l'heure, être en retard*.

Vocabulary: Words and structures related to fear, giving and receiving compliments, freindship, cultural events (films, amusement parks national days) personal objects

Intercultural: Speed dating, park Asterix, Belgian national day.

Practical component (if any) – NIL

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

Reading Comprehension: Read short texts on daily routine (personal and professional) people, places and events and answer simple questions on them.

Writing: Write about means of transport in your city, your daily routine, a well known.locality/area of your city.

Grammar: Present tense of reflexive verbs, passe compose with *avoir* and *être*, adverbs of frequence (*souvent, jamais, rarement, parfois*)

Vocabulary: daily activities, personal objects, means of transport

Intercultural: Public means of transport in Morocco, paying a fine in Montreal, Dakar airport.

Unité 3: (Lessons 1-4 + Project): (Weeks 5.6)

Reading Comprehension: Read short journalistic texts, comic book adaptation of extracts from well known novelsshort descriptive texts on well known writers, historical events, objects, artists, an accident or a natural catastrophe and answer questions on them.

Writing: An email to a freined describing your visit to a city of historical importance, a short text on past events, people.

Grammar: the present continuous (*l'imparfait*), use of *passé composé* and *l'imparfait*, indicators of chrnology *d'abord, puis, ensuite, après, afin*, direct object pronouns.

Vocabulary : short journalistic texts, description, careers and professions, parts of the body, health.

Intercultural : emergency numbers in France, Francophone personalities from literature, science and the arts, Normandy and its history.

Unité 4: (Lessons 1-4 + Project): (Weeks 7.8, 9)

Reading Comprehension: Read and answer a personality quiz, read and associate a photo and a text, read the physical description of a person and find the correct photo,read and understand an email announcing the results of an interview, read simple advertisements looking for someone to share an appartement with and answer questions on the same.

Writing: describe a classmate, write down reasons for why the police is looking for a certain person, describe a work of art (painting, sculpture, novel) of your choice, write the biography of a well known personality of your choice, note down things you should talk about or not in an interview, skills or aptitudes necessary for a good job in your domain, write a short advertisement looking for a person to share an apartment with.

Grammar: relative pronouns *qui, que/qu'* place and agreement of adjectives, comparative.

Vocabulaire : Physical description, descriptions of personality, biography.

Intercultural: sharing an apartment, job interview, cliches, descriptions of well known French and francophone personalities.

Practical component (if any) – NIL

Unité 5: (Lessons 1-4 + Project): (Weeks 10,11,12)

Reading Comprehension: Read a short text on fabrics and fashion, clothes buying on line, different modes of payment and answer questions on them.

Writing: Your preferred dressing style, a message to an online seller.

Grammar: Markers of time (*à partir de, dès*) superlative, adverbs of quantity (*assez, peu, beaucoup*),

Vocabulaire : Clothes and accessories, different types of fabrics, purchases, sentiments.

Intercultural: different types of payments, different types of fabrics, different dressing styles, online/offline purchases.

Practical component (if any) – NIL

Unité 6: (Lessons 1-4 + Project): (Weeks 13,14,15)

Reading Comprehension: Read short texts (about an app proposing outdoor activities, sportspersons' their future plans, visit to a wine growing region and a wine cellar) a message, a publicity slogan and answer questions on them.

Writing: Propose an activity for an application, write an SMS inviting a friend to a play, a family activity, write a slogan for a product.

Grammar: structure *verbs pouvoir, vouloir, devoir+infinitif*, the simple future tense, pronouns for indirect objects.

Vocabulaire : sports, hobbies, family.

Intercultural: Applications proposing outdoor activities, visit to a wine growing region, wine cellars and wine tasting.

Practical component (if any) – NIL

Essential/recommended readings:

Any of the textbooks given below may be prescribed.

1. A Bredelet, M. Bufferne, B Megre, W.M. rodrigues: “*Odysée A2, Méthode de français*”, CLÉ International, France, 2021, Unités 1-6.
2. Sophie Brezy Todd, Cedric Vial : « *La Classe A 2, Méthode de français* », CLÉ International, 2018, Unités 1-3.
3. Emilie Marolleau Emilie Pommier, Delphine Ripaud, Marie Rabin (DELF) : « *L’Atelier A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
4. Pascal Biras, Monique Denyer, Audrey Gloaneac, Stephanie Witta, Geneviève Briet, Valérie Collige-Neunschwander (capsules de phonétique), Raphaëlle Fouillet (précis de grammaire) : « *Défi –2 Méthode de français* », Éditions Maison des Langues, 2018, Unités 1-4
5. Clemence Fafa, Florence Gajdosova, Alexandrin Horquin, Aïrelle pasquet, Marion Perrard, Violette Petitmengin, Caroline Sperandio, Marlene Dodin (DELF), Julie Veldeman -Abry : « *Edito- A2 Méthode de français (2^e édition)* », Editions DIDIER FLE, 2022, Unités 1-5.
6. L. Cheniac-Knight : “*Odysée A 2, Cahier d’activités*”, CLÉ International, France, 2021, Unités 1-6.
7. Claire Sanchez : « *La Classe A 2, Cahier d’activités* », CLÉ International, 2018, Unités 1-3.
8. Emilie Marolleau Emilie Pommier, Delphine Ripaud : « *L’Atelier A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
9. « *L’Atelier A1, Cahier d’activités* », Les Éditions DIDIER, France, 2019, Unités 1-4.
10. Pascal Biras, Monique Denyer, Audrey Gloaneac, Stephanie Witta, Camille de Rongé (phonétique), Nancy Verhulst (phonétique), Alexandrin Horquin (DELF) : « *Défi – 1 Cahier d’activités* », Éditions Maison des Langues, 2018, Unités 1-4
11. Roxane Amoravain, Valerie Blasco, Marie Gatin, Marie-Laure, Lions Olivéri, Lucie Mensdorff-Pouilly, Eugénie Mottironi, Magosha Frequelin et Marie Gouelleu (DELF) Julie Veldman-Abry (phonétique) : « *Edito A2, Cahier d’activités* », DIDIER FLE, 2022 Unités 1-5.

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 – 8

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 (3)	4	3	1	0		

Learning Objectives

In Semester 3, students will learn to

- Compliment someone.
- Congratulate someone
- Ask about and give information about an event
- Accept or refuse an invitation.
- Speak about his likes and dislikes
- Ask for and give information about his habits.
- Describe his daily routine.
- Describe different modes of transport in his city and explain how to use them
- Describe an object, present its characteristics.
- Speak about past events (personal and historical)
- Ask for and propose to help.
- Describe a person’s character
- Compare people, events, places and objects
- Carry out simple purchases and transactions
- Talk about his family
- Present his projects
- Ask for and give his opinion on a variety of subjects (different ways of meeting other people, importance of history and historical figures, stereotypes, etc)

Learning outcomes

At the end of Semester 3, 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 partially Level A2 of listening and speaking skills as described in the Common European Framework.

SYLLABUS OF DSC- 8²

² A text book contains 6-8 modules/units called *unité*. Each unite 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.

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

Listening Comprehension: Listen to a short text on different ways to meet people, an an inflight announcement and answer simple questions on them.

Speaking: Compliment someone, congratulate someone, express opinion on the different ways of meeting others, propose a meeting, accept/refuse an invitation

Phonetics: semi vowels

Vocabulary: Words and sttructures related to fear, giving and receiving compliments, freindship, cultural events (films, amusement parks national days) personal objects

Intercultural: Speed dating, park Asterix, Belgian national day.

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

Listening comprehension: Listen to a short text on a personal/professional routine and answer questions on them, to a short dialogue or a public announcement and answer questions on them, associate an image with a text..

Speaking: your daily personal/professional routine,give advise or opinion about another's routine, pros and cons of public transport, give instructions on how to find one's way, present a well known person to the class, speak about his work, express your views on stereotypes between men and women. A favorite area/locality in your city

Phonetics: sibilant sounds *s, z et ch*

Vocabulary: daily activities, personal objects, means of transport

Intercultural: Public means of transport in Morocco, paying a fine in Montreal, Dakar airport

Unité 3: (Lessons 1-4 + Project): (Weeks 5, 6)

Listening Comprehension: listen to short texts and dialogues (between an emergency service and a reporter, a patient and the doctor) and answer questions on them

Speaking: carry out a small police enquiry,present your region, present well known french and or francophone personalities related to science, arts, a historical event, describe a painting by a well known french/francophone painter, a dialogue between a doctor and a patient.

Phonetics:oral and nasal sounds

Vocabulary : short journalistic texts, description, careers and professions, parts of the body, health.

Intercultural : emergency numbers in France, Francophone personalities from literature, science and the arts, Normandy and its history.

Unité 4: (Lessons 1-4 + Project): (Weeks7,8,9)

Listening Comprehension: Listen to a text and circle the qualities described, listen to a short text (interview with a journalist a discussion between a mother and a daughter, a description of a well known person, a job interview) and answer questions on them.

Speaking: describe a class mate, a well known personality(writer, singer, musician, painter, actor...) give your opinion on cliches,a job interview, dialogue between you and the person who is going to share your appartement.

Phonetics: Nasal vowels

Vocabulaire : Physical description, descriptions of personality, biography.

Intercultural: sharing an appartement, job interview, cliches, descriptions of well known French and francophone personalities.

Unité 5: (Lessons 1-4 + Project): (Weeks 10,11,12)

Listening Comprehension: Listen to a short text, watch a video on clothes accessories and shopping and answer questions on them.

Speaking: speak about your preferred styles of dressing, your favorite clothes and accessories,your opinion for or against clothes made of animal fur,advantages and disadvantages of online shopping, a dialogue between you and the vendo to return an article purchased online.

Phonetics: e muet

Vocabulaire : Clothes and accessories, different types of fabrics, purchases, sentiments.

Intercultural: different types of payments, different types of fabrics, different dressing styles,online/offline purchases.

Unité 6: (Lessons 1-4 + Project): (Weeks13, 14, 15)

Listening Comprehension: a telephone conversation, a voice message, short description of a game, and answer questions on them

Speaking: explain the functioning of an app to a friend, propose an outing to a friend, explain a game traditionally played in your country to a friend, present a region to your friend, your weekend projects, leave a voice message/reply to a voice message.

Phonetics: Graphie and phonie [o]

Vocabulaire : sports, hobbies, family.

Intercultural: Applications proposing outdoor activities, visit to a wine growing region, wine cellars and wine tasting.

Essential/recommended readings:

Any of the textbooks given below may be prescribed.

1. A Bredelet, M.Bufferne, B Megre, W.M. rodrigues:“*Odysée A2, Méthode de français*”, CLÉ International, France, 2021, Unités 1-6.

2. Sophie Brezy Todd, Cedric Vial : « *La Classe A 2, Méthode de français* », CLÉ International, 2018, Unités 1-3.
3. Emilie Marolleau Emilie Pommier, Delphine Ripaud, Marie Rabin (DELF) : « *L'Atelier A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
4. Pascal Biras, Monique Denyer, Audrey Gloaneac, Stephanie Witta, Geneviève Briet, Valérie Collige-Neunschwander (capsules de phonétique), Raphaëlle Fouillet (précis de grammaire) : « *Défi –2 Méthode de français* », Éditions Maison des Langues, 2018, Unités 1-4
5. Clemence Fafa, Florence Gajdosova, Alexandrin Horquin, Airelle pasquet, Marion Perrard, Violette Petitmengin, Caroline Sperandio, Marlene Dodin (DELF), Julie Veldeman -Abry : « *Edito- A2 Méthode de français (2^e édition)* », Editions DIDIER FLE, 2022, Unités 1-5.
6. L. Cheniac-Knight : “*Odysée A 2, Cahier d’activités*”, CLÉ International, France, 2021, Unités 1-6.
7. Claire Sanchez : « *La Classe A 2, Cahier d’activités* », CLÉ International, 2018, Unités 1-3.
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. Pascal Biras, Monique Denyer, Audrey Gloaneac, Stephanie Witta, Camille de Rongé (phonétique), Nancy Verhulst (phonétique), Alexandrin Horquin (DELF) : « *Défi – 1 Cahier d’activités*», Éditions Maison des Langues, 2018, Unités 1-4
10. Roxane Amoravain, Valerie Blasco, Marie Gatin, Marie-Laure, Lions Olivéri, Lucie Mensdorff-Pouilly, Eugénie Mottironi, Magosha Frequelin et Marie Gouelleu (DELF) Julie Veldman-Abry (phonétique) : « *Edito A2, cahier d’activités* », DIDIER FLE, 2022 Unités 1-5.

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 – 9:

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		
Engaging with Literary texts	4	3	1	0		

Learning Objectives

- Introduce students to literary texts with focus on the major cultural and intellectual movements of the XX and XXI century.
- Developing skills to identify and analyse various genres such as poetry, shorter narrative texts, autobiography, intermedial narratives written by French and Francophone authors.
- Introduction to major XX and XXI century writers and the themes/questions they engage with.

Learning Outcomes

At the end of semester 3, a student will

- become familiar with literary criticism and understand the various ways of engaging with XX and XXI century literary texts written in French
- demonstrate their analytical skills by identifying key literary devices and themes present in poetry, shorter narrative texts, autobiography, intermedial narratives written in the XX and XXI century by French and Francophone authors
- be able to differentiate between various literary genres and understand the conventions, styles and specificities of such genres.

SYLLABUS OF DSC-9

Unit 1: (1-4 weeks)

Short narrative texts written by XX and XXI century writers: Study of narrative devices and specificity of the shorter narrative forms, Study of various components of narrative texts such as plot, event, character, setting, narrator, narrative style etc., study of the socio-cultural context that has shaped such texts.

Unit 2: (5-8 weeks)

Poetic texts written by XX and XXI century writers: Study of poetic devices and the specificity of the poetic form such as tone, poetic style, rhetoric and poetic devices, authorial voice, conventions of various poetic genres such as sonnet, ode, free verse etc, study of the socio-cultural context that has shaped such texts.

Unit 3: (9-12 weeks)

Life writing by the XX and XXI century writers: Study of the features and genres of autobiographical texts, understanding the autobiographical pact in relation to factuality, objectivity, and subjectivity of autobiographical and autofictional texts, study of the socio-cultural context that has shaped such texts.

Unit 3: (13-15 weeks)

Intermedial narratives of the XX and XXI century: Study of the features and generic specificities of comic strips and graphic novels. Study of various components of such intermedial texts and strategies to analyse and interpret them.

Practical component (if any) - NIL

Essential/recommended readings

1. F. Allouache, N. Blondeau, *Littérature progressive de la francophonie - Niveau débutant*, F Clé International, Paris, 2016.
 2. Jean-Louis Joubert, *Littérature Francophone Anthologie*, Cideb, 1997.
 3. Michel Brix, *Histoire de la Littérature française*, De Boeck, Bruxelles, Paris, 2014
- 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.

GENERIC ELECTIVE (GE-3) Basic Communicative French (3)

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 (3)	4	3	1			

Learning Objectives: Reading and Writing:

In Semester 3, the student will learn to

- To compare courses offered by different language schools
- To carry out simple administrative procedures
- To organise a trip
- To get information on lodging and boarding
- To describe a place (region town, city, country)
- To describe and understand safety measures
- To organise a weekend around a theme
- To describe a trip to an unusual place
- To describe his itinerary
- To read and understand a job offer
- To look for a job
- To propose one's services
- To give advice
- To describe one's career path

- To explain facts
- To summarize an event
- To answer a questionnaire
- To appreciate someone/something
- To ask for explanations
- To express one's desires

Course Learning Outcomes (Reading and Writing)

At the end of Semester 3, students will be able to

- Read simple texts and answer questions on them.
- Write about subjects pertaining to his/her immediate environment.
- Complete partially Level A2 of reading and writing skills as described in the Common European Framework.

Learning Objectives (Listening and Speaking)

In Semester 2, students will learn

- To describe a place (region, city, country)
- To narrate an experience
- To speak about his feelings and emotions
- To describe a trip to an unusual place
- To describe his itinerary
- To propose one's services
- To give advice
- To describe one's career path
- To explain facts
- To summarize an event
- To answer a questionnaire
- To appreciate someone/something
- To ask for explanations
- To express one's desires

Course Learning Outcomes (Listening and Speaking)

At the end of Semester 3, 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 partially Level A2 of listening and speaking skills as described in the Common European framework.

SYLLABUS OF GE 3 (FRENCH)³

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

Reading Comprehension: to read and understand short texts, messages, websites of language schools and lodging and boarding for students, a brochure describing various types of lodgings in France, unusual types of lodging facilities, to read proposals on how to visit a city and propose one's services as a tourist guide.

Writing: To create a text advising students how to prepare for a study trip to France , to prepare a brochure on different types of lodging 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: Comparative, pronouns *y* and *en*, pronouns for direct and indirect objects, imperative with *devoir* + *infinitive*, *il faut* + *infinitive*, *il est impératif de*. Negative structures *ne...plus*, *rien*, *personne*, *jamais*, adverbs, relative pronouns *qui*, *que/qu' a qui*

Listening Comprehension: to listen to and understand short conversations, interviews, radio journal, a telephone conversation, and radio programs on various subjects and answer questions on them

Speaking: to talk about different apps for language learning, information relevant to students coming to France describe different modes of public transport, describe an itinerary, a lodging, tourist places and activities in your city.

Phonetics: Pronunciation of *plus* in different contexts, nasal vowels, intonation for imperative sentences.

Vocabulary: Words related to description of language school programs, administrative formalities, modes of transport, lodging and boarding, an unusual site, important places in a town and tourist activities

Intercultural: Linguistic stays and tourist visits

Dossier 2: Lessons 1-6 + Project (Weeks 4, 5, 6, 7)

Reading Comprehension: Read short texts/forums on unusual tourist sites and itineraries, campus memories, brochures on various sport activities and answer questions on them

Writing: Describe an unusual tourist site, rules and advice to learn French, precautions to take while participating in a tourist activity, a memory, prepare a flyer for sporting activities, describe an unusual tourist visit.

Grammar: Agreement of the Past participle with *être*, present subjunctive, use of passé composé and imparfait, structures *c'est qui...* and *c'est que....* Gender of nouns, markers of time (*il y a*, *depuis*, *pendant*, *dans*)

Listening Comprehension: to listen to and understand conversations, radio programs, interviews on unusual tourist sites and itineraries, campus memories, sport activities and to answer questions on them.

Speaking: Describe an unusual tourist site, campus memories, sporting activities, personal and professional career path,.

Phonetics: nasal vowels, liaison

Vocabulary: Terms related to tourist activities, express rules and recommendations, sentiments and emotions, sporting activities and personal and career paths.

Intercultural: tourist visits and unusual experiences and meetings, café de langue

Dossier 3: Lessons 1-6 + Project (Weeks 8, 9, 10, 11)

³ A text book contains 6-8 modules/units called *dossier* Each dossier 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.

Reading comprehension: read and understand a job advertisement, different types of CV, an advertisement proposing a service, a forum describing ones studies and career progression, an interview and answer questions on them.

Writing: an advertisement for a post in a language school, a CV, a proposal for a service, a short report on your career progression

Grammar: articulators, adverbs, hypothesis with *si*, plus que-parfait, formal questions and indefinite adjectives to express a quantity (*tout, quelques, plusieurs*)

Listening comprehension: Listen to extracts of job descriptions, telephone conversations, a radio program extract of an interview and answer questions on them.

Speaking: Discuss and describe various professions related to a language school, different ways to look for jobs and propose one's services, speak about your career progression, a job interview.

Phonetics: sounds *s et z*, non nasal sounds, pronunciation *tout, tous*

Vocabulary : Terms to describe professional skills, related to interviews, CV , studies

Intercultural: Erasmus program, bilingual studies.

Dossier 4: Lessons 1-6 + Project (Weeks 12, 13, 14, 15)

Reading Comprehension: to read and understand short texts on television serials, music, the circus and comic books, forums on cultural events, and answer questions on them. Read and interpret tables and statistics on cultural preferences,

Writing: describe your preferred TV serial, a cultural event, carry out a survey of cultural practices in your country, famous French artists, French comic books and their authors

Grammar: Place of the adverb, structures *ce qui/ce que... c'est/ ce sont*, interrogative pronouns (*lequel, laquelle, lesquels, lesquelles*) superlative, the conditional present, different ways of asking a question.

Listening Comprehension: Listen to interviews, reports on cultural events, radio programs on cultural practices and comic books, circus and answer questions on them

Speaking: talk about your favorite TV serial, a cultural event, cultural practices in your country, famous French artists and French comic books

Phonetics: sound *r*, semi vowels

Vocabulary: terms related to TV series, cultural events, surveys, comic books, films and circus.

Intercultural: French cinema and film festivals

Essential/Recommended Readings

1. Nathalie Hirschsprung, Tony Tricot, Anne Veillon (sons de français), Emilie Pardo ('exercer), Nelly Mous (DELFL) : « *Cosmopolite, Méthode de français A2*, » Hachette- TV 5 Monde, 2017, France Dossiers1-4.

2. Anouchka de Oliveira, Anneline Dintilhac, Dorothée Dupleix (DELFL), Delphine Ripaud (Phonétique): « *Saison Méthode de Français A2+* » Les Editions DIDIER, 2014, France, Unité 0 et Module 1

3. Luca Giachino, Carla Baracco : « Nouvelle Generation Methode de français (Livre+Cahier) » Les Editions DIDIER, France, 2022 Unités 1-3.

4. Anais Dorey –Mater, Emilie Mathieu-Benoit, Nelly Mous, « *Cosmopolite, Cahier d'activités A2*, » Hachette TV 5 Monde, 2017 France dossiers 1-4

5. Isabelle Cartier, Camille Dereeper, Camille Gomy, Anne Valenza, Delphine Ripaud : « *Saison Méthode de Français A2+* », Les Editions DIDIER, 2014, France, Unité 0 et Module 1

DISCIPLINE SPECIFIC ELECTIVES (DSE 1)

Option 1: Studying Different Text Types

Learning Objectives:

- Introduction to discursive specificities and patterns of language across texts and the functions of texts in their social, literary and cultural contexts.
- Familiarise students with various types of texts so that they can identify how the texts resemble or differ from each other in terms of vocabulary, grammar, cohesion and stylistic features.
Increase awareness of linguistic and stylistic features of text types and the reasons for the variation between them. Such an awareness will be useful in further work with text, for example in writing, reading, analysing and interpreting them.

Learning Outcomes:

- Develops skills to study different text types in order to familiarize oneself with different kinds of language usages in literary and semi-literary texts.
- Enables learners to develop relevant analytical skills to critically evaluate the form and content of these texts.
- Helps learners to identify different language registers, rhetoric and other compositional specificities of the texts.

Syllabus for DSE 1: Option 1: Studying Different Text types

Unit 1 (1-5 weeks)

Prose: Introduction and analytical study of both form and content of a variety of texts written in simple prose form such as shorter and longer Narrative genres, (Eg. short story, fable, chronicle, myth, novella, tales, anecdote, autobiography, biography, novel etc.).

Unit 2 (6-10 Weeks)

Poetry : Introduction and analytical study of both form and content of various types of poetic texts, songs, slams etc, written in a simple and accessible language.

Unit 3 (10-15 Weeks)

Intermedial and semi-literary texts: Introduction and analytical study of both form and content of comic strips, graphic novels, or semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture that are not too complex.

Essential/recommended Readings

A selection of texts can be made from the following reference materials.

1. *Civilisation progressive du français - Niveau Intermédiaire*, Catherine Carlo, Mariella Causa, Clé International, Paris, 2016
2. *Civilisation progressive de la francophonie - Niveau Intermédiaire*, Jackson Noutchié-Njiké, Clé International, Paris, 2016
3. *Littérature progressive du Français - Niveau Intermédiaire*, Nicole Blondeau, Marie-Françoise Né., Ferroudja Allouache, Clé International, Paris, 2016
4. *Littérature progressive de la francophonie - Niveau Intermédiaire*, F. Allouache, N. Blondeau, Clé International, Paris, 2016
5. *Les textes types et prototypes*, Jean-Michel Adam, Armand Colin, Paris, 2017 in *La Linguistique textuelle*, Jean-Michel Adam, Armand Colin, Paris, 2015
6. *ABC DELF B1*, Corinne Kober-Kleinert, Marie-Louise Parizet, Clé International, Paris.

Additional material may be made available by the Department.

DSE 1: Option 2: Introduction to the History of France and the Francophone World

Learning Objectives:

- Develop an understanding about major historical events that have shaped France from the medieval to contemporary period.
- Critically engage with French Colonialism and its aftermath in relation to the period of decolonisation and its aftermath.
- Familiarize students with techniques and strategies to analyse historical documents as evidences of historical events.

Learning Outcomes:

- Familiarize students with the major social, political and cultural events from the medieval to contemporary period.
- Develop a critical perspective of the colonial past of France and its relations to its colonies.
- Provide a good understanding of Contemporary France and its relations with the French speaking world including its policy towards immigration.
- Develop the skill to analyse very short historical texts in order to examine documentary evidence of historical events.

Syllabus for DSE -1 Option 2: Introduction to the History of France and the Francophone World

Unit 1 (1-4 Weeks)

- 1.1 The Gauls and the Franks.
- 1.2 The making of the Kingdom of France (987-1453) and Consolidation of the French Monarchy.
- 1.3. Renaissance and Guerre de Religions
- 1.4. Beginning of colonialism

Unit 2 (5-8 Weeks)

- 2.1 French Revolution and the Napoleonic era.
- 2.2 Rise of Republican thought in the 19th century and the 3rd Republic with special emphasis on its policy towards education.
- 2.3 France and its colonies.

Unit 3 (9-12 Weeks)

- 3.1 The Belle époque
- 3.2 The First World War
- 3.3 France between the Wars
- 3.4 The second World War and Decolonisation
- 3.5 Major developments of the Vth Republic

Unit 4 (13-15 Weeks)

- 4.1 Contemporary France and its relations with the French speaking world, including its policy towards immigration.
- 4.2 European Union

Essential/recommended Readings

1. Jean Thoraval et al, *Les Grandes Etapes De La Civilisation Française*, Bordas (1967).
2. Jean Meyer, Jean Tarrade, Annie Rey-Goldzeiguer, *Histoire de la France coloniale, en trois volumes*, Armand Colin, coll. Agora (1991).
3. Marc Ferro, *Histoire des colonisations. Des conquêtes aux indépendances. 13e au 20e siècle*, Seuil, 1996.
4. Pascal Blanchard, *La France noire : Présences et migrations des Afriques. des Amériques et de l'océan indien en France*, Editions de la Découverte(2012).
5. Guillaume Devin and Guillaume Courty, *La construction européenne*, La Découverte, coll. Repères(2010).

Additional material may be provided by the Department.

DSE -1: Option 3 Life in French Speaking Countries

Learning Objectives

- The course initiates learners to the culture and civilization of France and French speaking countries.
- Provides knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of France and the Francophone countries.
- Introduces the students to the great thinkers of France and other Francophone countries in the areas of literature, cinema, art, etc.
- Enables students to understand and analyse cultural aspects of the French and Francophone Countries and develops intercultural competence amongst students

Learning Outcomes:

- Understand historical, political, economic, cultural and social specificities of various French Speaking Countries
- Analyse various civilisational aspects of the French speaking countries such as their education systems, home, family, leisure activities, festivals, politics, food, cultural and literary movements etc.
- Develop intercultural competence to engage with French Speaking Countries.

SYLLABUS DSE 1: Option 3: Life in French Speaking Countries

Unit 1 (1-5 Weeks)

Basic knowledge of various cultural and civilisational aspects of France and Francophone countries, such as, daily lives and routines of an average person, education systems, home, family, leisure activities, festivals, politics, tourism, physical geography etc. in the areas of literature, cinema, art, etc.

Unit 2 (6-10 Weeks)

Great thinkers of France and other Francophone countries.

Unit 3 (11-15 Weeks)

Introduction to literature, cinema, art of France and other Francophone countries

Essential/recommended Readings

1. Belhabib, Assia (2008) *Langues, littératures, civilisations des pays francophones*. Ponts/Ponti 7 : Présences du mythe. Le français à l'université.
2. Jeffroy, Géraldine et Unter, *Bulles De France, Les stéréotypes et l'interculturel en BD*, FLE, Mauchamp, Nelly , *La France De Toujours – Civilisation*, CLE International, Paris, 2014.

3. Noutchié Njiké, Jackson, *Civilisation progressive de la Francophonie : Avec 350 activités*, Niveau avancé, CLE International, Paris, 2005
4. Silva Ochoa, Haydée, *Langues, littératures, civilisations des pays francophones*, Ponts/Ponti 5 : Enfances. Le français à l'université, 2007.

Additional material will be made available by the Department.

DSE 1: Option 4: Debating and Presentation Techniques

Learning Objectives

- Improve critical thinking and argumentative skills
- Develop skills to structure thoughts
- Impart skills to present structured thought in a coherent and rational manner
- Teach necessary lexical, discursive and grammatical tools of argumentative speech

Learning Outcomes

- Present and explain information, findings, and supporting evidence, conveying clear and distinct arguments on simple topics related to their immediate environment
- Justify one's point of view with proper line of reasoning and examples
- Develop the skills to formulate, organize, prove arguments with the help of examples, data, tables, charts, illustrations or other graphic supports.
- Develop the capacity to formulate and present counter-arguments
- Acquire lexical, discursive, grammatical tools of argumentative speech
- Develop awareness about ICT enabled tools and non-verbal elements of an effective presentation such as, voice modulation, eye contact, use of space etc.

Unit 1 (1-4 weeks)

Components and structure of argumentative speech: Introduction, development, conclusion, claims, proofs and evidences, The distinction between speaking and demonstrating

Unit 2 (5-8 weeks)

Exercises on coherence and cohesion with the help of connectors, Introduction of lexical, discursive and grammatical tools required to effectively present and justify concrete arguments.

Unit 3 (9-12 Weeks)

Components and structure of debate: How to start and end a debate, how to present counter-arguments etc.

Unit 4 (13-15 Weeks)

Gathering information, data, evidences through research and structured presentation of all these elements by utilizing verbal, non-verbal and ICT tools.

Essential/Recommended Readings

1. Lambert Jean, (2022), *Tout sur l'expression orale-Plus de 40 fiches d'exercices et corrigés et commentés pour réussir sa prise de parole en public*, Paris : Bloc-notes-ellipses
2. Michele Barfety, Patricia Beaujohn, (2018), *Expression Orale : Niveau 2*, Paris : CLE International

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

B.A.(Programme) with French as Non-Major

DISCIPLINE SPECIFIC CORE COURSE (DSC-3): French in Context: Intermediate Level – 1

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: Intermediate Level – 1	4	3	1	Nil	Passed Class XII	None

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

In Semester 3, the student will learn to

- understand and extract the essential information from short, clear, simple messages, announcements and short recorded passages.
- understand simple directions.
- dealing with predictable everyday matters.
- reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.
- describe using simple language different aspects of his or her background, relevant environment and matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.)
- communicate in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend, making and responding to suggestions, agreeing and disagreeing with others, etc.
- describe past, present and future events.

- write short, simple notes and messages relating to matters in areas of immediate need.

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

At the end of Semester 3, a student will be able to

- read and understand straightforward factual texts on frequently used expressions related to areas of immediate relevance.
- understand the main points of simple audio messages or recorded material and read and understand simple texts about familiar subjects delivered relatively slowly and clearly.
- describe experiences, feelings and events in some detail.
- attain partially A2 Level of the Common European Framework (CEF).

SYLLABUS OF DSC-3⁴

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

Reading Comprehension: Read content of an article on internet, a travel column, a brochure observe images and answer questions based on them.

Writing: Compare your maternal language with french , prepare program of a linguistic stay in France, write a guide book and propose a visit for francophone tourists, create a brochure for types of accomodation for francophone students visiting your city for a linguistic stay, write description of an unfamiliar place in your city, prepare a list of touristic activities available in your city(cultural, sportive, etc.).

Grammar: Expressions of comparison, indirect pronoun *y* and *en* to replace a thing, a place or an idea, pronoun *COD* and *COI* to avoid repetition, structures to express rules and give recommendations : imperatif, verb *devoir* + infinitif form of the verb, *il faut* + infinitf form of the verb, *il est impératif de* , negation (*ne... plus* , *rien*, *personne*, *jamais* ...), adverbs and adverbial phrase for describing a place, relative pronouns (*qui*, *que* (or *qu*), *à qui* , *avec qui* for giving precisions.

Listening comprehension: Listen to a conversation on a mobile application, on an internet website, radio show, telephonic conversation and answer questions based on them.

⁴ A text book contains 6-8 modules/units called *dossier* Each dossier comprises of 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 3, initial 4 units of the text book will be covered i.e from Unit 1-4.

Speaking: Compare linguistic stays, follow an administrative procedure, organise a trip, enquire about an accommodation, describe a place, give clarifications.

Phonetics: Pronunciation of the word *plus*, the nasal vowels [ã] [ē], intonation for expressing obligation.

Vocabulary: Words related to description of a linguistic stay, administrative formalities, means of travel: car pool, describe an accommodation, words to describe an unfamiliar place, places in the city, touristic activities in your city.

Cultural: Visiting Paris, France, complete your cultural report card.

Dossier 2 Lessons 1-6 + Project (Weeks 5,6,7,8)

Reading Comprehension: Read and understand contents of an article , brochure, testimonials, flyer, travel testimonial and answer questions based on them.

Writing: Write about your trip to an unfamiliar place in your city that you may propose to francophone tourists, read the programme of a travel agency, present a touristic activity of your city for francophone tourists, give advices, make a guide book, write a testimonial: choose the theme of your testimonial(travel memory, public speaking etc.) and express your emotions and sentiments related to this testimonial, prepare a flyer for a sports activity , present travel to an unfamiliar place.

Grammar: Accord of past participle with the verb *être* in *passé composé*, express an obligation, prohibition and give advices, use of present subjunctive to express an obligation, *passé composé* and *imparfait* to narrate past events , memories, *c'est ... qui, c'est... que* in order to highlight, gender of nouns, expressions of time: *il y a, pendant, depuis, dans*.

Listening comprehension: Listen to a musical piece on an internet website , a conversation on a travel plan in a café of languages, radio chat show.

Speaking: Narrate an experience, understand the advices and safety instructions, talk about your emotions and sentiments, plan a weekend, describe a travel to an unfamiliar place, describe one's journey.

Phonetics: Nasal vowels [ã] [ɜ], the pronunciation of *passé composé* and *imparfait*, *liaison* with sounds [z], [t] and [n].

Vocabulary: Words to describe a touristic activity, verbs and structures for expressing rules and giving recommendations, expressing sentiments and

emotions, words to describe an unusual sports activity, the characteristics of informal french, words related to professional and personal journey.

Cultural: Intercultural meeting , a cultural exchange.

Dossier 3 Lessons 1-6 + Project (Weeks 9,10,11,12)

Reading Comprehension: Read and understand contents of a job offer, a message for job search, website offering services near you, testimonials, different sections of a CV, read an article in a magazine meant for francophone readers and answer questions based on them.

Writing: Create a job offer for your center of languages , write your speculative CV, write an advertisement offering your services, give advices to a francophone who is looking for a job in your country/ city, present a CV(classic or unique) and a motivation letter, write a short testimonial about your professional or educational journey.

Grammar: Logical connectors for structuring a speech, adverbs: regular and irregular to give precision, hypothesis with *si* for giving advices and indicating consequences, *plus que parfait* for describing past events, asking questions in a formal situation, indefinite adjectives for expressing quantities ex- *quelques, plusieurs* .

Listening comprehension: Listen to a job interview, conversation on an internet website, radio chat show, radio interview on testimonials.

Speaking: Understanding a job offer, searching for a job, offering services, giving advices, talking about one's professional journey, replying to formal questions and preparing for a professional interview.

Phonetics: Sounds [s] and [z], denasalisation, pronunciation of *tous* and *tout*.

Vocabulary: Words to describe professional competencies and qualities, words related to a professional interview, professional application (speculative/ telephonic interview), words related to exchange of services, studies, professional experience(CV), words related to a professional interview (description of an internship, professional qualities).

Cultural: Fren speaking community on television: TV5 monde, television shows such as: Destination francophony, ERASMUS program, importance of bilingual education.

Dossier 4 Lessons 1-6 + Project (Weeks 13,14,15)

Reading Comprehension: Read and understand contents of an article on a forum about a television series, read the account of an event , article in a newspaper about an author of a comic script and answer questions based on them.

Writing: Present your favourite series, describe a cultural event, prepare a survey about different cultural practices in your country, write an article to present an art form (painting, theatre, circus etc.) and famous artists related to each art form, present an author of a francophone comic script and write questions to ask from this author, give advice and suggestions to be given to the creative guide of the show *Cirque du Soleil* to plan a similar event in your country.

Grammar: Place of adverbs(simple and complex tenses), *ce que/ce qui... c'est/ce sont...* for highlighting, interrogative pronouns (*lequel , laquelle, lesquels, lesquelles*) for asking an information or a precision, the superlative for expressing superiority or inferiority, interrogation for asking question in oral and written form (inverted question), conditional present to express a wish and give an advice.

Listening comprehension: Listen to an interview, radio show on cultural forum, radio chat show on infographic survey.

Speaking: Present, modify and explain facts, give account of an event, reply to a survey, give appreciation, ask for explanations, express desires and give advice.

Phonetics: Sounds [r],[y], [o] and [u] , pronunciation in imparfait and conditional present.

Vocabulary: Words related to television series, words and expressions that describe professional success, festive (musical festival) and cultural events, present the results of a survey, describe an age group, words related to cultural life, to the world of showbiz, words related to comic strip, live performances, words and expressions for giving advice and expressing wishes.

Cultural: A new king at Versailles, French cinema abroad.

Practical component (if any) - NIL

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

1. Mater Anaïs, Mathieu-Benoit Émilie, Hirschsprung Nathalie, Mous Nelly, Tricot Tony : « *Cosmopolite- A2 Méthode de français* », Hachette Français langue étrangère, 2017 Dossiers 1-4.
2. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine : « *L'Atelier-A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
3. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, Briet Geneviève, Collige-Neueschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi- 2 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8.
4. Bredelet A., Bufferne M., Mègre B., Rodrigues W. M. : « *Odyssée- A2, Méthode de français* », CLÉ International, France, 2021, Unités 1-6.
5. Fafa Clémence, Gajdosova Florence, Horquin Alexandra, Pasquet Aïrelle, Perrard Marion, Petitmengin Violette, Sperandio Caroline, Dodin Marlène (DELFL), Veldeman-Abry Julie (phonétique) : « *Edito-A2 Méthode de français (2^e édition)* », Editions DIDIER FLE, 2022, Unités 1-6.
6. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine: « *Cosmopolite- A2 Cahier d'activités* » , Hachette Français langue étrangère, 2017 Dossiers 1-4.
7. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier- A2, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
8. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandra (DELFL) : « *Défi- 2 Cahier d'exercices* », Éditions Maison des Langues, 2018, Unités 1-4.
9. Chanéac-Knight Laëtitia : « *Odysée- A2, Cahier d'activités* », CLÉ International, France, 2021, Unités 1-6.
10. Amoravain Roxane, Blasco Valérie, Gatin Marie, Lions-Olivieri Marie-Laure : « *Edito- A2 Cahier d'activités* », Les Éditions DIDIER FLE, 2022, Unités 1-6.

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.