

DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1)
Language in Context: Developing Reading and Writing Skills (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		
Language in Context: Developing Reading and Writing Skills (1)	4	3	1	0	Passed XII Class	NIL

Learning Objectives

In semester 1, students will learn

- about France and French speaking countries.
- to read and understand an email.
- To write an email on simple subjects (introduce oneself, describe one's city, one's town, one's family)
- To read and understand a simple poster. (announcing an event, a film,)
- To prepare a poster.
- To read and understand a blog.
- To write a short blog (about oneself, about one's family, expressing one's likes and dislikes. etc.)/ to reply to a blog.
- To describe a town/city.
- To describe the locality in which one lives.
- To describe one's daily routine.
- To read and understand a notice.
- To read and understand an extract from a comic book.
- To describe a person (physical and qualitatively)
- To describe one's family.
- To read, understand and reply to short messages.

Course Learning Outcomes

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

- read simple texts and answer questions on them.
- write on subjects pertaining to themselves and their immediate environment.
- attain Level A 1.1 of reading and writing skills.

SYLLABUS OF DSC-1¹

Unité 0: (Week 1)

Comprehension: of a variety of visual documents on France and francophone countries (photos of monuments, tourist attractions, flags of countries.)

Writing: completing the profile of well known artists and writers from the French speaking world.

Vocabulary: Greetings (*salut, bonjour, au revoir* etc), thanking someone (*merci*). Days of the week and months of the year.

Intercultural: The French speaking world; Introduction to well known artists and writers from French speaking countries in Europe, Asia, Africa and Canada

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

Reading comprehension: Short dialogues. Emails, posters, visiting cards and simple contracts and answering questions on them. Understanding the highway code. Arranging a simple text in order.

Writing: Creating a visiting card, writing about one's ideal profession, writing and answering an email filling in a form.

Grammar: Adjectives of nationality, masculine and feminine of adjectives, verb *être* (Present tense), indefinite articles (*un, une, des*), Structures *Venir de + name of a country, habiter en/au + name of a country*, Ask questions with "*est-ce que c'est + nom?*". Variety of exercises on different grammatical points covered.

Vocabulary: Countries and nationalities, professions, opening and closing structures of an email.

Sociocultural: Difference between *tu* and *vous* and how to use them. Titles of address (*Monsieur, madame..*)

Unité 2 (Lessons 1-4 + Project): (Weeks 6,7, 8)

Reading Comprehension: Short texts, instagram posts and posters and answering simple questions on them.

Writing: Write a short text to present well known French or francophone fashion designers, to describe one's typical day, write short dialogues corresponding to a given situation.

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.

Grammar: Present of the verb “*avoir*” and verbs in “-ER”, definite articles (*le, la, l’, les*), plural of nouns, emphatic pronouns (*moi, toi...*). Variety of exercises on different grammatical points covered.

Vocabulary: World of work – the cinema, animals, fashion, the weather, numbers (1-100), typical structures to be used in a telephone conversation.

Intercultural: Describe one’s day, the telephone alphabet.

Unité 3 (Lessons 1-4 + Project): (Weeks 9, 10, 11)

Reading Comprehension: Simple texts, a message on a blog and answer questions on them. Associate a picture and a text. Associate a logo and a place.

Writing: Prepare a poster with photos and a short text on a francophone town/city of your choice. write a “Slam” on a francophone town/city of your choice. Write a small advertisement to rent out your appartement. Write a blog.

Grammar: Sentence structure using *Il ya*, how to form a negative sentence (*ne...pas*), asking questions with “*qu’est-ce que c’est?*” Present tense of irregular verbs like “*faire, aller, prendre*” Prepositions to situate an object or a place. Giving orders/instructions: the imperative tense.

Vocabulary: Important and useful places in a town (monuments, museum...) Important and useful places in a locality (grocery store, market, bus stops) daily activities, means of transport.

Intercultural: Francophone cities.

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

Reading Comprehension: Understanding a family tree and answering questions on it. Read and understand a comic strip and answer questions on it. Read a short text, a short biography, description of a birthday celebration and answer questions on it.

Written: Prepare your family tree, write a short text on your family, describe briefly a member of your family, accept or refuse an invitation.

Grammar: Asking the identity of an unknown person with the question “*qui est-ce?*”, Possessive adjectives, le passé récent, feminine and plural of adjectives, placement of the adjective, conjunctions of coordination *mais* and *et* and their use.

Vocabulary: The family, relations between different members of the family (mother father, brother sister...) physical description of a person, family events, (birthday, marriage..) clothing, furniture.

Intercultural: The family.

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 0-4.
2. Jegou D, Vial C : « *La Classe A 1, Méthode de français* », CLÉ International, 2019, Unités 0-3.
3. Cocton Marie-Noëlle, Pommier Emilie, Ripaud Delphine, Rabin Marie : « *L’Atelier A1, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
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 0-4.
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 0-5.
6. Rio Lénia : “*Odysée A1, Cahier d’activités*”, CLÉ International, France, 2021, Unités 0-4.
7. Chanéac-Knight Laetitia : « *La Classe A 1, Cahier d’activités* », CLÉ International, 2019, Unités 0-3.
8. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L’Atelier A1, Cahier d’activités* », Les Éditions DIDIER, France, 2019, Unités 1-4.
9. 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 0-4

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 – 2 (DSC-2)
Language in Context: Developing Listening and Speaking Skills (1)

Credit distribution, Eligibility and Prerequisites 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 (1)	4	3	1	0	Passed Class XII	NIL

Learning Objectives

In Semester 1, students will learn to

- greet in different situations.
- introduce themselves.
- ask for information about others and introduce them.
- communicate orally in formal and informal situations.
- describe a person.
- express their likes and dislikes.
- speak about one's preferences.
- Carry out a basic telephone conversation.
- speak about different professions.
- present a town/city.
- present a locality.
- present their family.
- talk about their daily routine.
- narrate a recent event.

Course 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 A1.1 of listening and speaking skills as described in the Common European framework.

SYLLABUS OF DSC- 2²

Unité 0: (Week 1)

Comprehension: Listening to short every day phrases to familiarise students with French. Listening and understanding short dialogues/songs to be able to identify the words /phrases already learnt or known.

Listening to and understanding phrases used in classroom interaction.

Speaking: Repeating short phrases, letters of the alphabet. Spelling out one's name and those of one's classmates.

Vocabulary: Greetings (*salut, bonjour, au revoir* etc), thanking someone, (*merci*). Days of the week and months of the year.

Intercultural: The French speaking world; Introduction to well known artists and writers from French speaking countries in Europe, Asia, Africa and Canada

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

Listening Comprehension: Watch a short video clip and answer simple questions on it, listen to a short dialogue and answer simple questions on it.

Speaking: Introduce oneself, get information about another person, present a third person, role plays in formal and informal situations, give one's email address, ask questions and answer them, organise and participate in a "speed-meeting"

Phonetics: Minimal pairs (distinguish between words which are different by a single sound), liaisons.

Vocabulary: Countries and nationalities, professions, opening and closing structures of an email.

Sociocultural: Difference between *tu* and *vous* and how to use them.

Unité 2 (Lessons 1-4 + Project): (Weeks 6,7, 8)

Listening Comprehension: Listen to a short interview and answer simple questions on it, listen to a message on the answering machine and complete it and/or answer simple questions on it, listen to a short conversation and answer questions on it, listen to a text and arrange the given sentences in order, watch a video clip and associate the image with a spoken sentence, listen to short telephonic conversations.

Speaking: Ask for and give personal information, make polite requests, present a person, conduct a simple interview, role play (an audition for a film role),telephone conversations,

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.

express one's preferences, count from 1-100, ask for explanations, ask for and/ or confirm a meeting, spell one's name using the telephone alphabet talk about one's daily routine.

Phonetics: *Oral vowels, " enchaînements."*

Vocabulary: World of work – the cinema, animals, fashion, the weather, numbers (1-100), typical structures to be used in a telephone conversation.

Intercultural: Describe one's day, the telephone alphabet.

Unité 3 (Lessons 1-4 + Project): (Weeks 9,10, 11)

Listening Comprehension: Listen to simple texts, messages and answer questions on them. Listen to and understand simple instructions given in public transport (bus, metro..) watch a video clip and answer questions on it.

Speaking: Describe a town/city, the pros and cons of the locality you live in, speak of one's likes and dislikes, describe the locality in which you live, ask /answer questions about a town/city/ locality, describe available means of transport speak about a transport problem. Give instructions, speak about one's preferences

Phonetics: Mute (un pronounced) letters, oral vowels.

Vocabulary: Important and useful places in a town (monuments, museum...) Important and useful places in a locality (grocery store, market, bus stops) daily activities, means of transport.

Intercultural: Francophone cities.

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

Listening Comprehension: Listen to a short text and answer questions on the same. Watch a video clip and answer questions on the same.

Speaking: Present your family to the class with the help of photos. Narrate a recent event describe a person. Congratulate, wish or compliment someone. Express one's agreement or disagreement. Describe clothes and accessories a person is wearing. Present a furniture designer from your country to the class. Describe a gift you are offering to a friend for his/her birthday.

Phonetics: Markers of "Feminine" in oral (petit – petite); Oral vowels.

Vocabulary: The family, relations between different members of the family (mother father, brother sister...) physical description of a person, family events, (birthday, marriage..) clothing, furniture.

Intercultural: The family.

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 0-4.
 2. Jegou D, Vial C : « *La Classe A 1, Méthode de français* »,CLÉ International, 2019, Unités 0-3.
 3. Cocton Marie-Noëlle, Pommier Emilie, Ripaud Delphine, Rabin Marie : « *L’Atelier A1, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
 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 0-4.
 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 0-5.
 6. Rio Lénia : “*Odysée A1, Cahier d’activités*”, CLÉ International, France, 2021, Unités 0-4.
 7. Chanéac-Knight Laetitia : « *La Classe A 1, Cahier d’activités* », CLÉ International, 2019, Unités 0-3.
 8. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L’Atelier A1, Cahier d’activités* », Les Éditions DIDIER, France, 2019, Unités 1-4.
 9. 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 0-4
- Additional material may be provided by the Department.

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DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3)

Language Through Texts (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		
Language Through Texts (1)	4	3	1			

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 1, 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-3

Unit 1: Literary texts³ (Weeks 1-5)

1. Proust, Marcel : « *A la recherche du temps perdu* »
2. Camus, Albert : « *Le malentendu* »
3. Prévert, Jacques : « *Familiale* »
4. Bâ, Mariama : « Une si longue lettre »
5. Bégag, Azouz : *Le Gone du Chaâba* »
6. Ernaux, Annie : « *Une femme* »

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

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. Une vie d'étudiant
2. Les medias
3. Les Vacances
4. Familles
5. La France Multiculturelle
6. La Francophonie.

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.

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.

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