

DISCIPLINE SPECIFIC CORE COURSE – 4:
Language in Context: Developing Reading and Writing Skills (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		
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

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.

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

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 quantitites, 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, Colligeneunschwander 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 (DELF) : « *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

Language in Context: Developing Listening and Speaking Skills (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		
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 reguse 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

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.

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)

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 quantites, 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 arival 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 (DELF) : « *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:
Language through texts (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		
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* »

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

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.

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.

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