

**DISCIPLINE SPECIFIC CORE COURSE – 7:**  
**Language in Context: Developing Reading and Writing Skills (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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Intermediate Reading and Writing Skills (1)	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-7<sup>1</sup>

### 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.

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<sup>1</sup>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.

**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, Airelle pasquet, Marion Perrard, Violette Petitmengin, Caroline Sperandio, Marlene Dodin (DELF), Julie Veldeman -Abry : « *Edito- A2 Méthode de français ( 2<sup>e</sup> 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

#### Language in Context: Developing Listening and Speaking Skills (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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Intermediate Listening and Speaking Skills (1)	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- 8<sup>2</sup>**

### **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/professsional 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*

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<sup>2</sup> 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.

**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): (Weeks 7,8,9)**

**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 vendor 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, Aïrelle Pasquet, Marion Perrard, Violette Petitmengin, Caroline Sperandio, Marlene Dodin (DELF), Julie Veldeman -Abry : « *Edito- A2 Méthode de français ( 2<sup>e</sup> 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.

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### DISCIPLINE SPECIFIC CORE COURSE – 9: Engaging with Literary texts

#### 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 (1)	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 4: (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.