

DISCIPLINE SPECIFIC CORE COURSE – 10:
Language in Context: Intermediate 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: Intermediate Reading and Writing Skills (2)	4	3	1	0		

Learning Objectives

In semester 4, students will learn to

- Describe a place of tourist interest
- Write a blog about different types of tourism
- Describe a country or a region
- Reserve a lodging/a hotel room
- Describe a hotel
- Enrol in an activity
- Write a note announcing a marriage, a birth, a death
- Write a recipe
- Design a menu for a restaurant
- Write short notices about a power cut, reduced water supply
- Describe a convocation
- Propose a service
- Describe his first professional experience

Course Learning Outcomes

At the end of Semester 4, students will be able to

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

SYLLABUS OF DSC-10¹

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

Reading Comprehension: Reading and understanding tourist blogs, brochures, descriptions of hotels and answering questions on them.

Writing : Write a blog, answer a blog, describe an animal, write recommendations for visitors to a particular country or a wildlife park, write a brochure on activities offered by a town to its tourists, write about the advantages and disadvantages of a sea cruise, complete a hotel form, give one's opinion on a hotel and its facilities, prepare an itinerary for a trip.

Grammar: Prepositions of place, the relative pronoun *où*, pronoun , adverbs of place

Vocabulary: Words and structures related to travel and tourism, means of transport, flora and fauna, camping, hotel industry.

Intercultural: Tips and tipping procedures in different francophone countries, ecotourism.

Practical component (if any) – NIL

Unité 8: (Lessons 1-4 + Project): (Weeks 3,4)

Reading Comprehension: Read short texts about family and family matters, family businesses, family activities, film critic, announcements of birth, death and marriage and answer simple questions on them.

Writing: Simple texts and emails on family activities and hobbies, critic of a film you have seen, announcements of death, birth and marriage.

Grammar: Expression of cause, articulators (*mais, alors, encore, en plus*),

Vocabulary: family, family activities, sentiments, emotions and impressions, daily life and major life events.

Intercultural: Typical family in your country, family matters

Practical component (if any) – NIL

Unité 9: (Lessons 1-4 + Project): (Weeks 5,6)

Reading Comprehension: Read short texts describing food habits, a restaurant, gastronomy in francophone countries, delivery of food at home., recipes

Writing: Short texts about a restaurant of your choice, a food speciality, a recipe, a menu, dietary tips

Grammar: Imperative of pronominal verbs, indefinite adjective *tout*, pronoun *en*.

¹A text book contains 6-8 modules/units called *unité*. Each 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 : Food and health, utensils, menu

Intercultural : restaurant, recipies,menu, different dietary habits

Practical component (if any) – NIL

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

Reading Comprehension: Read short texts describing an appartement, a house, concerning neighbours, community life, short notes announcing water cuts, power cuts and answer questions on them.

Writing: Write short texts describing a room in one's house, one's relations with neighbours, community life, justifying one's change of profession, preparing posters/short messages announcing a power/water cut.

Grammar: Use of the expression “chez”, expression of duration (*pendant*), use of “on” in different contexts, expression of opposition (*mais, en revanche, par contre*).

Vocabulaire : The house, its different rooms, furniture and equipment in each room, relations with various social groups (family, neighbours neighbourhood communities).

Intercultural: Types of dwelling, relations withing different social groups, professional reconversion.

Practical component (if any) – NIL

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

Reading Comprehension: Reading texts on school and the education system, about well known educationists, coeducational institutions, university life in different francophone countries, an exceptional career trajectory, examination system, exam notifications.

Writing: Write short texts to present the education system in your country, an argumentative text on coeducational institutions, on studying and wroking to give advice to students leaving for education in a francophone country, professional projects prepare a virtual card to wish someone goodluck, an examination notification.

Grammar: Possessive pronouns, expression of objectives (*Pour/afin de + infinitif*) verbes followed by the preposition *à or de*.

Vocabulaire : education system, training, studies, professional projects, examination.

Intercultural: Comparative study of education system in France, certain francophone countries and your own country, university convocation.

Practical component (if any) – NIL

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

Reading Comprehension: Read short texts on co working, description of different professions, collaboration at work, shared interests, explaining work culture at the office.

Writing: Write about your first working experience, Present a laboratory for innovations an email to talk about one's interests.

Grammar: demonstrative pronouns, noun formation,Indifinite pronouns (*plusieurs, quelques-uns, certains*)

Vocabulaire : professions, domains of work, digitalisation, associations in the work place, environment, ecology, a company.

Intercultural: office life, co working, first work experience, lunch break at work, centres of interest.

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 7-12.
2. Nathalie Hirschsprung, Tony Tricot, Anne Veillon (sons de français), Emilie Pardo (exercer), Nelly Mous (DELF) : « *Cosmopolite, Méthode de français A2* », Hachette-TV 5 Monde, 2017, France, Dossiers 5-8.
3. Sophie Bruzy Todd, Cedric Vial : « *La Classe A 2, Méthode de français* », CLÉ International, 2018, Unités 4-6.
4. Marie-Noelle Cocton (coordination pédagogique), Emilie Marolleau Emilie Pommier, Delphine Ripaud, Marie Rabin (DELF) : « *L'Atelier A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 5-8.
5. Pascal Biras, Monique Denyer, Audrey Gloanec, 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 5-8
6. 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 7-12.
7. L. Cheniac-Knight : “*Odysée A 2, Cahier d'activités*”, CLÉ International, France, 2021, Unités 7-12.
8. Anais Dorey –Mater, Emilie Mathieu-Benoit, Nelly Mous, « *Cosmopolite , Cahier d'activités A2* », Hachette TV 5 Monde, 2017, France Dossiers 5-8.

9. Claire Sanchez : « *La Classe A 2, Cahier d'activités* », CLÉ International, 2018, Unités 4-6.
10. Marie Noelle Cocton (coordination pédagogique), Emilie Marolleau Emilie Pommier, Delphine Ripaud : « *L'Atelier A2, Cahier d'activites* », Les Éditions DIDIER, France, 2019, Unités 5-8.
11. Pascal Biras, Monique Denyer, Audrey Gloanec, Stephanie Witta, Camille de Rongé (phonétique), Nancy Verhulst (phonétique), Alexandrin Horquin (DELF) : « *Défi – 2 Cahier d'activités* », Éditions Maison des Langues, 2018, Unités 5-8
12. Roxane Amoravain, Valérie 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 7-12.

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 – 11

Language in Context: Intermediate 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: Intermediate Listening and Speaking Skills (2)	4	3	1	0		

Learning Objectives

In semester 4, students will learn to

- Ask for and give information about a place of tourist interest
- Speak of different modes of transport
- Lodge a complaint
- Explain one's choices
- Express one's satisfaction, dissatisfaction
- Announce good/bad news
- Order in a restaurant
- Give one's opinion
- Give a warning
- Talk about one's interests
- Encourage others
- Express one's hopes and desires
- Speak of one's work environment
- Speak of one's first professional experience
- Express one's intentions.

Course Learning Outcomes

At the end of Semester 4, students will be able to

- Listen to different types of texts and answer questions on them.
- speak on subjects pertaining to their immediate environment as well as professional environment.
- complete Level A 2 of reading and writing skills as prescribed in the Common European Framework.

SYLLABUS OF DSC-11²

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

Listening Comprehension: Listen to and understand information about a place of tourist interest, about an expedition, a sea cruise, description of a hotel and its facilities.

Speaking: Situate one's country on a world map, defend one's choice of a holiday destination, speak about different activities available for tourists, role play at a tourism bureau, speak about a sea cruise, present a boat/ship, role play between a client and the hotel receptionist, tipping procedures in one's country.

Phonetics: sound /œ/ and /ø/

Vocabulary: Words and structures related to travel and tourism, means of transport, flora and fauna, camping, hotel industry.

²A 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: Tips and tipping procedures in different francophone countries, ecotourism.

Unité 8: (Lessons 1-4 + Project): (Weeks 3,4)

Listening comprehension: Listen to songs, short testimonials, short texts on family activities, discussions, radio interviews and answer questions on them

Speaking: Debate on living with one's parents, talk about different games and sports played in your country, how one spends a Sunday with the family, role play between parents and children.

Phonetics: sound /j/

Vocabulary: family, family activities, sentiments, emotions and impressions, daily life and major life events.

Intercultural: Typical family in your country, family matters, family activities.

Unité 9: (Lessons 1-4 + Project): (Weeks 5,6)

Listening Comprehension: Listen to short texts about different types of diets, dialogues in a restaurant and answer questions on them

Speaking: Speak about one's dietary habits, explain to a friend the specialities in a restaurant, present a recipe of your region or country, debate on food delivery at home.

Phonetics: sounds /r/ and /l/ liaison with the pronoun *en*.

Vocabulary : Food and health, utensils, menu

Intercultural : restaurant, recipes, menu, different dietary habits

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

Listening Comprehension: Listen to short texts describing a house and its different rooms, songs, village events, problems with neighbours and answer questions on them.

Speaking: Describe your house, roleplay between an interior decorator and his client, between two friends discussing house repairs, between an optimist and a pessimist, between your neighbour and you.

Phonetics: Letters /c/ and /g/

Vocabulaire : The house, its different rooms, furniture and equipment in each room, relations with various social groups (family, neighbours, neighbourhood communities).

Intercultural: Types of dwelling, relations within different social groups, professional reconversion.

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

Listening Comprehension: Listen to and understand texts on education system, present and explain reasons for moving out of one's hometown for studies, discussion between young people on their future and future projects, simulation of an oral exam and answer questions on them

Speaking: Present your school/university to a francophone friend, present the education system in your country to a francophone friend, debate on the advantages and disadvantages of MOOC, role play between a counsellor and a student on which courses to choose, discuss your future projects (after school/university) with a friend, give advice to foreign student on how to write an exam, present a convocation.

Phonetics: Accentuating a sentence.

Vocabulaire : education system, training, studies, professional projects, examination.

Intercultural: Comparative study of education system in France, certain francophone countries and your own country, university convocation.

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

Listening Comprehension: Listen to and understand texts on coworking, job interviews, innovation labs, songs, discussion between friends about their centers of interest, dialogue between two colleagues on how to use the coffee machine and answer questions on them

Speaking: Present your classroom, describe your working environment, present an ideal working environment, describe an association to which you belong, present a project to create a garden in your city, discuss your hobbies and free time activities, discuss solutions for work place problems.

Phonetics: sound/W/

Vocabulaire : professions, domains of work, digitalisation, associations in the work place, environment, ecology, a company.

Intercultural: office life, co working, first work experience, lunch break at work, centres of interest.

Essential/recommended readings

Any of the textbooks given below may be prescribed.

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5. Pascal Biras, Monique Denyer, Audrey Gloanec, 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 5-8
6. 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 7-12.
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8. Anais Dorey –Mater, Emilie Mathieu-Benoit, Nelly Mous, « *Cosmopolite , Cahier d'activites A2* », Hachette TV 5 Monde, 2017 , France Dossiers 5-8.
9. Claire Sanchez : « *La Classe A 2, Cahier d'activités* », CLÉ International, 2018, Unités 4-6.
10. Marie Noelle Cocton (coordination pédagogique), Emilie Marolleau Emilie Pommier, Delphine Ripaud : « *L'Atelier A2, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
11. Pascal Biras, Monique Denyer, Audrey Gloanec, Stephanie Witta, Camille de Rongé (phonétique), Nancy Verhulst (phonétique), Alexandrin Horquin (DELF) : « *Défi – 2 Cahier d'activités*», Éditions Maison des Langues, 2018, Unités 5-8
12. Roxane Amoravain, Valerie Blasco, Marie Gatin, Marie-Laure, Lions Olivéri, LucieMensdorff-Pouilly, Eugénie Mottironi, Magosha Frequelin et MarieGouelleu (DELF) Julie Veldman-Abry (phonétique) : « *Edito A2, Cahier d'activités* », DIDIER FLE, 2022 Unités 7-12.

Additional material may be provided by the Department.

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DISCIPLINE SPECIFIC CORE COURSE – 12
Engaging with Literary 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		
Engaging with Literary Texts (2)	4	3	1	0		

Learning Objectives:

- Imparting tools to critically engage with literary texts written in French with focus on the major cultural and intellectual movements of the XX and XXI century.
- Developing skills to analyse various genres such as drama, novel, travel writing etc. written by French and Francophone authors
- Developing an in depth understanding of the major XX and XXI century writers and the themes/questions they engage with

Course Learning Outcomes :

At the end of Semester 4, students will

- Develop interpretive strategies to critically engaging with XX and XXI century literary texts written in French
- Be able to demonstrate their analytical skills by identifying key literary devices and themes present in drama, novel, travel writing etc. written by French and Francophone authors
- Be able to formulate an argument based on a literary text.

SYLLABUS OF DSC-12

Unit 1: (1-4 weeks)

Dramatic texts written by XX and XXI century writers: Study of dramatic devices and specificity of the dramatic forms, Study of various components of dramatic texts such as characters and their characterization, setting, scenic indications, construction of the plot, etc., study of the socio-cultural context that has shaped such texts.

Unit 2: (5-10 weeks)

Novels written by XX and XXI century writers: Study of novelistic devices and the specificity of the novel form such as character, setting, plot, event, point of view, temporality, narrators

and narrative conventions of various fictional genres such as existential novel, epistolary novel, new novel, historical novel etc, study of the socio-cultural context that has shaped such texts.

Unit 3: (11-15 weeks)

Travel writings by the XX and XXI century writers: Study of the features and travel writings, understanding the discourse of travel writing and the beginnings of 'Orientalism' – the 'imperial gaze', the binary of 'the self and the other', study of the socio-cultural context that has shaped such texts.

Practical component (if any) - NIL

Essential/recommended readings

F. Allouache, N. Blondeau, *Littérature progressive de la francophonie - Niveau débutant*, F Clé International, Paris, 2016

Jean-Louis Joubert, *Littérature Francophone Anthologie*, Cideb, 1997

Michel Brix, *Histoire de la Littérature française*, De Boeck, Bruxelles, Paris, 2014

Nicole Blondeau, Marie-Françoise Né., Ferroudja Allouache, *Littérature progressive du Français - Niveau intermédiaire*, Clé International, Paris, 2016

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