

DISCIPLINE SPECIFIC CORE COURSE – 13
Language in context: Advanced 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: Advanced Reading and Writing skills (1)	4	3	1	0		

Learning Objectives

In semester 5, students will learn to

- Describe a person
- Write a biography
- Criticize/appreciate someone
- Give and justify one's opinion
- Write a short narrative text
- Describe behaviours and habits
- Describe interpersonal relations
- Ask for and give information on everyday habits
- Present a project
- Give explanations and precisions
- Ask for and give news about someone

Course Learning Outcomes

At the end of Semester 5, students will be able to

- read different types of texts and answer questions on them.
- write on subjects pertaining to their immediate environment as well as professional environment
- complete partially Level B1 of reading and writing skills as prescribed in the Common European Framework.

SYLLABUS OF DSC-13¹

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

Reading Comprehension: Read and understand short texts on beauty, famous personalities, colleagues at work, friendship between senior citizens, a marriage toast and answer questions on them.

Writing : An email to a friend describing how to disguise himself, describe a person's facial features, make a list of a friend's qualities, write a message to a friend about friends of parents, an email to your superior describing the ideal assistant.

Grammar: Expression of cause (*car, comme, puisque*), Negation (*ne...que, ni...ni, ne...aucun*)

Vocabulaire: Physical descriptions, indicators of time, qualities and defects of a person, behavior at the workplace, disputes, friendship.

Intercultural: beauty, friendship between seniors.

Practical component (if any) – NIL

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

Reading Comprehension: Read and understand flyers from travel agencies, short texts on tourism, ecology, shortstories and legends airport instructions and answer questions on them.

Writing: Summary of a trip proposed by an tourist agency, defend one's choice of a tourist destination, an email to a friend describing ecotourism, prepare an itinerary.

Grammar: Indicators of space, prepositions (*par, en*), adverbs(*ailleurs, partout, autour*), adverbs of manner, pronouns *en* and *y*, adverbs of quantity, past tenses (*Passé compose, imparfait*)

Vocabulaire: Departures, holidays, types of holiday stays, eco-tourism, cultural tourism, airport, preparations for a journey.

Intercultural: Different types of tourism, holiday stays, myths, legends,

Practical component (if any) – NIL

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

Reading Comprehension: Read and understand short texts on marriage, live-in relationships and divorce, education of teenagers in France and francophone countries, friendship, family celebrations.

¹A 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.

Writing: A blog on changing societal norms, describe the generation you belong to, write an invitation for a family celebration, write an email to a friend with whom you are angry to express your displeasure.

Grammar: *Plus-que-parfait*, agreement of the past participle, indirect speech, *infinitif passé*

Vocabulaire : family relations, education, generation and generation gap, friendship, human relations, reunions, agreements and disagreements.

Intercultural : Education in French and francophone countries, family ties and celebrations.

Practical component (if any) – NIL

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

Reading Comprehension: Read and understand short texts on do it yourself jobs, yoga, mountain treks, kickboxing and other physical activities and answer questions on them.

Writing: Write an email to a friend about do it yourself activities, about the advantages of yoga, to invite a friend to try out adventure sports, to complain against your sports coach, fill in a questionnaire about your habits.

Grammar: The structure *Si +imparfait*, present conditional, subjunctive after verbs of necessity.

Vocabulaire : Do it yourself activities, gardening, creative hobbies, yoga, society games, video games, adventure sports, sport records.

Intercultural: Do it yourself activities, yoga, adventure sports.

Practical component (if any) – NIL

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

Reading Comprehension: read and understand texts on university life, university campus, jobs in digital, marketing and finance, work meetings and one minute presentations and speed interviews.

Writing: Write an email to your friend on your impressions of a summer course in a French university, make a list of your professional ambitions and explain what influenced them, describe different professions, write a letter of motivation and a CV describe a product.

Grammar: Structures *ce qui, ce que*, place of adverbs in past tenses.

Vocabulaire : studies, training, work and professional experience, work meetings.

Intercultural: Job interview, letter of motivation, work from home

Practical component (if any) – NIL

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

Reading Comprehension: Read and understand texts on physical activity and health, doctor serials on television, use of robots in hospital, allergies and their causes, influence of consumption habits on health, health care and insurance.

Writing: Reply to health queries on a blog or forum, write an email to a friend describing the health system in your country.

Grammar: Structure *si + present/future*, markers of time, place of pronouns in an imperative sentence, conditional present.

Vocabulaire : Body, diseases, visit to a doctor, allergies, food, health measures.

Intercultural: health system in your country, doctor serials on TV, robots in medicine

Practical component (if any) – NIL

Essential/recommended readings

Any of the textbooks given below may be prescribed.

1. A Bredelet, B Megre, W.M. Rodrigues: “*Odysée B1, Méthode de français*”, CLÉ International, France, 2022, Unités 1-6.
2. Nathalie Hirschsprung, Tony Tricot, Mathias van der Meulen, Emmanuelle Garcia, « *Cosmopolite B1, Méthode de français* » Hachette, 2018, Dossiers 1-4.
3. Sophie Bruzy Todd, Delphine Jégou, Cedric Vial : « *La Classe B1 , Méthode de français* », CLÉ International, 2018, Unités 1-3.
4. Marie Noelle Cocton (Coordination pédagogique), Julien Kohlmann, Delphine Ripaud, Marie Rabin : « *L’Atelier B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 1-5.
5. Pascal Biras, Anna Chevrier, Stephanie Witta, Raphaëlle Fouillet (précis de grammaire), Christain Ollivier (stratégies de lecture et d’écoute), Agustin Garmendia (Conseil pédagogique et révision) : « *Défi –3 Méthode de français* », Éditions Maison des Langues, 2019, Unités 1-4.
6. Marion Dufour, Julie Mainguet, Eugenie Mottironi, Serguei Opatski, Marion Perrard, Ghislaine Tabareau: « *Edito-B1, Méthode de français (2^e édition)* », Editions DIDIER FLE, 2022, Unités 1-6.
7. Amelie Brito, Emilie Bucher : “*Odysée B1, Cahier d’activités*”, CLÉ International, France, 2022, Unités 1-6.

8. Anais Dorey-Mater, Emilie, Mathieu-Benoit, Nellie Briet-Peslin, *Cosmopolite B1, Methode de français* » Hachette, 2018, Dossiers 1-4.
9. Claire Sanchez : « *La Classe B-1 Cahier d'activités* », CLÉ International, 2018, Unités 1-3.
10. Marie Noelle Cocton (Coordination pédagogique), Camille Dereeper, Julien Kohlmann, Delphine Ripaud, : « *L'Atelier B1, Methode de français* », Les Éditions DIDIER, France, 2020, Unités 1-5.
11. Pascal Biras, Anna Chevrier, Charlotte Jade, Stephanie Witta, Araceli Rodriguez Tomp(phonétique), Alexandra Horquin (DELFI) : « *Défi –3 Cahier d'exercices* », Éditions Maison des Langues, 2019, Unités 1-4.
12. Elodie Heu-Boulhat, Julie Mainguet, Eugenie Mottironi, Serguei Opatski, Marion Perrard, : « *Edito B1, Cahier d'activités* », DIDIER FLE, 2022 Unités 1-6.

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

Language in context: Advanced Listening and Speaking 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: Advanced Listening and Speaking skills(1)	4	3	1	0		

Learning Objectives

In semester 5, students will learn to

- Give and ask for information
- Narrate past events
- Give a speech
- Make choices and justify preferences
- Make suggestions and react to suggestions by others
- Give and defend one's opinion
- Identify causes
- Give a testimonial
- Give information

Course Learning Outcomes

At the end of Semester 5, 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 partially Level B1 of reading and writing skills as prescribed in the Common European Framework.

SYLLABUS OF DSC-14²

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

Listening Comprehension: Listen to and understand short texts describing people, a conversation between a hairdresser and her client, between two colleagues at work, between different people discussing issues which often lead to disputes, a marriage toast and answer questions on them.

Speaking: talk about your favorite rock group, debate on the pros and cons of cosmetic surgery, advice to a friend who is going to work abroad, describe pictures, describe your favorite actor/actress, narrate a dispute with a friend, talk about a colleague with your friend.

Phonetics: vowel /e/

Vocabulary: Physical descriptions, indicators of time, qualities and defects of a person, behavior at the workplace, disputes, friendship.

Intercultural: beauty, friendship between seniors.

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

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.

Listening comprehension: Listen to and understand short texts on sea side resorts, friends making holiday plans, creative tourism, dialogue between a guide and tourists, airport announcements and answer questions on them.

Speaking: Role play between an employee in a travel agency and a client, debate on the pros and cons of tourism in big groups, discuss your holiday plans with a friend, present a trip you have undertaken, present a creative tourism project,

Phonetics: Abbreviations

Vocabulary: Departures, holidays, types of holiday stays, eco-tourism, cultural tourism, airport, preparations for a journey.

Intercultural: Different types of tourism, holiday stays, myths, legends,

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

Listening Comprehension: Listen to and understand a telephone conversation between friends discussing future plans, short texts on children's education, middle age, how to make more friends on social networking sites, a dispute between friends and answer questions on them.

Speaking: Describe a film poster, debate on various topics, on the competition to make more friends on social networking sites, give your definition of friendship, watch a video on friendship, give advice to a friend for her first date, talk about family celebrations, narrate a dispute between friends.

Phonetics: Oral versus written forms

Vocabulary : family relations, education, generation and generation gap, friendship, human relations, reunions, agreements and disagreements.

Intercultural : Education in French and francophone countries, family ties and celebrations.

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

Listening Comprehension: Listen to and understand a dialogue between a couple debating whether to repair something themselves or call a professional, a discussion on upcycling, on holidays, short texts on the exceptional trajectory of a video game player.

Speaking: Give your opinion on do it yourself activities, debate on whether do it your self activities are principally for men only, on the pros and cons of video games, whether taking risks also gives pleasure, pros and cons of using a sports app to work out at home, choose an object and give ideas on how to recycle it, convince your friend on the advantages of doing

yoga, talk about the importance of overcoming one's fear, present the exceptional trajectory of a sports person.

Phonetics: Short forms of a word.

Vocabulaire : Do it yourself activities, gardening, creative hobbies, yoga, society games, video games, adventure sports, sport records.

Intercultural: Do it yourself activities, yoga, adventure sports.

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

Listening Comprehension: Listen to and understand a conversation between a student and a career counsellor, an interview for the post of community manager, a short text on working from home, on a work meeting and answer questions on them.

Speaking: Talk about your first experience at university, give your opinion on cheating in the exams, look for job opportunities on the Internet and justify why you chose to apply for one of them, prepare an oral summary on a topic of your choice, debate on the pros and cons on the liberty of choosing one's profession, discuss how work meetings happen in your place of work, present your project to a patron of arts and ask for financing of the project.

Phonetics: Different pronunciations of "*plus*"

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

Listening Comprehension: Listen to and understand a short text on hip-hop, on the daily routine of a doctor, on teleconsultation, a song on health, a conversation on the health system in France, a patient describing his symptoms to a doctor and answer questions on them.

Speaking: Discuss the importance of physical activity with your friend, tell your friend the plot of a doctor series on TV, debate the pros and cons of teleconsultation, present the different media used to talk about health in your country, an article of your choice on the use of artificial intelligence (robots) in medicine, describe any allergies or food allergies that you have.

Phonetics: distinction between the *imparfait* and the *conditionnel*.

Vocabulaire : Body, diseases, visit to a doctor, allergies, food, health measures.

Intercultural: health system in your country, doctor serials on TV, robots in medicine

Practical component (if any) – NIL

Essential/recommended readings

Any of the textbooks given below may be prescribed.

1. A Bredelet, B Megre, W.M. Rodrigues: “*Odysée B1, Méthode de français*”, CLÉ International, France, 2022, Unités 1-6.
2. Nathalie Hirschsprung, Tony Tricot, Mathias van der Meulen, Emmanuelle Garcia, « *Cosmopolite B1, Méthode de français* » Hachette, 2018, Dossiers 1-4.
3. Sophie Brezy Todd, Delphine Jégou, Cedric Vial : « *La Classe B1, Méthode de français* », CLÉ International, 2018, Unités 1-3.
4. Marie Noelle Cocton (Coordination pédagogique), Julien Kohlmann, Marie Rabin Delphine Ripaud, : « *L’Atelier B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 1-5.
5. Pascal Biras, Anna Chevrier, Stephanie Witta, Raphaëlle Fouillet (précis de grammaire), Christian Ollivier (stratégies de lecture et d’écoute), Agustin Garmendia (Conseil pedagogique et revision) : « *Défi –3 Méthode de français* », Éditions Maison des Langues, 2019, Unités 1-4
6. Marion Dufour, Julie Mainguet, Eugenie Mottironi, Serguei Opatski, Marion Perrard, Ghislaine Tabareau: « *Edito-B1, Méthode de français (2^e édition)* », Editions DIDIER FLE, 2022, Unités 1-6.
7. Amelie Brito, Emilie Bucher : “*Odysée B-1, Cahier d’activités*”, CLÉ International, France, 2022, Unités 1-6.
8. Anais Dorey-Mater, Emilie, Mathieu-Benoit, Nellie Briet-Peslin, *Cosmopolite B1, Methode de français* » Hachette, 2018, Dossiers 1-4.
9. Claire Sanchez : « *La Classe B1, Cahier d’activités* », CLÉ International, 2018, Unités 1-3.
10. Marie Noelle Cocton (Coordination pédagogique), Camille Dereeper, Julien Kohlmann, Delphine Ripaud, : « *L’Atelier B1, Cahier d’activites* », Les Éditions DIDIER, France, 2020, Unités 1-5.
11. Pascal Biras, Anna Chevrier, Charlotte Jade, Stephanie Witta, Araceli Rodriguez Tomp(phonétique), Alexandra Horquin (DELF) : « *Défi –3 Méthode de français* », Éditions Maison des Langues, 2019, Unités 1-4.
12. Roxane Amoravain, Valerie Blasco, Marie Gatin, Marie-Laure, Lions Olivéri, Lucie Mensdorff-Pouilly, Eugénie Mottironi, Magosha Frequelin et

MarieGouelleu (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– 15
History of French and Francophone Literature-(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		
History of French and Francophone Literature-(1)	4	3	1	0		

DSC-15 History of French and Francophone Literature-(1)	
Learning Objectives: <ul style="list-style-type: none"> Familiarize students with literary texts written in French with focus on the major cultural and intellectual movements from the Medieval Period to the XVIII century. Introduction to major writers and their works from the Medieval Period to the XVIII century along with the themes/questions they engage with Developing a critical overview of literary and cultural evolution in France and the Francophone world from the medieval period to the Enlightenment 	
Learning Outcomes: The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> Familiarize students with the origins and evolution of various literary techniques, devices, styles and literary themes from the Medieval Period to the eighteenth century. Develop skills to identify and analyse how various genres such as poetry, plays, shorter and longer narrative texts, autobiography etc. evolved through various historical periods. 	

<ul style="list-style-type: none"> Equip students with necessary tools to identify and critically engage with various literary movements and their core characteristics 	
Syllabus:	
UNIT I	3 Weeks
A selection of literary texts with focus on the major cultural and intellectual movements from the Medieval Period to the 14 th Century with special focus on Chanson de geste, lays, narrative ballads, rondeau, Arthurian Romance, Roman de Renart, farce and fabliaux etc.	
UNIT II	4 Weeks
A selection of literary texts of the French Renaissance with special focus on the Humanist writers such as Rabelais, Montaigne etc. and poets of Pléiade such as Ronsard, Du Bellay etc.	
UNIT III	4 Weeks
A selection of literary texts of the XVII century Baroque and Classical writers such as Agrippa d'Aubigné, Edmond Rostand, Racine, Corneille, Molière, Jean de La Fontaine, Charles Perrault etc. along with the texts of women writers of Mouvement de la Préciosité, such as Madeleine de Scudéry, Madame de Lafayette etc.	
UNIT IV	4 Weeks
A selection of literary texts of the XVIII century writers of the Lumières such as Rousseau, Voltaire, Montesquieu, Diderot etc. with special focus on new literary genres that emerged in this century such as moral and philosophical Conte, autobiography, encyclopaedia as well as epistolary novels	
Practical component (if any) – NIL	
References D. Renée and B. Lecherbonnier, (1986) <i>Littérature, textes et documents</i> , , Du Moyen Age au 20e siecle, 5 volumes, collection dirigée par Henri Mitterand, Paris : Nathan. <i>Du Moyen-âge au XVIIIe siècle, 3 volumes</i> , (1988) <i>Itinéraires littéraires</i> , collection dirigée par G. Décole, Paris : Hatier. Ferroudja Allouache, Nicole Blondeau, (2019), <i>Littérature progressive du français - Niveau avancé</i> , Paris : CLE International Françoise Ploquin, Laurent Hermeline, Dominique Rolland, (2000), <i>Littérature française : les textes essentiels</i> , Paris : Hachette Jean-Louis Joubert, (1997), <i>Litterature Francophone Anthologie</i> , Paris : Cideb. Michel Laurin, (2012), <i>Anthologie Littéraire du Moyen Âge Au XIXe Siècle 3^{ème} édition</i> , Québec : Beauchemin. Valette, Giovaacchini et al, (1993) <i>Anthologie de la littérature française et européenne</i> , Paris : F. Nathan.	
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.	