

DISCIPLINE SPECIFIC CORE COURSE – 16
Language in context: Advanced 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: Advanced Reading and Writing skills (2)	4	3	1	0		

Learning Objectives

In semester 6, students will learn to

- Describe dressing styles
- Prepare a budget
- Write a resume of a text
- Write a critic of a film or a book
- Describe an art event

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 Level B1 of reading and writing skills as prescribed in the Common European Framework.

SYLLABUS OF DSC-16¹

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

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.

Reading Comprehension: Read and understand short texts on different dressing styles, how to prevent clothing wastage, a model's lifestyle, freedom to dress, youth and fashion, fashion week and answer questions on them.

Writing : Look for a dressing style on Internet and describe it, what type of clothes would you wear if you were 15 years younger, describe beauty norms in your culture, watch a fashion show and describe one of the clothes worn by a model, present the latest fashion trends in a country of your choice.

Grammar: structure *si+imparfait+ conditionnel present*, subjunctif after *je ne pense/crois pas que*, after verbs of wishing and wanting and sentiments,

Vocabulary: Dressing styles, clothes, clothing material, recycling clothes, beauty norms, critic and appreciation, models, fashion shows.

Intercultural: French fashion designers, models and fashion shows, beauty norms, fashion trends.

Practical component (if any) – NIL

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

Reading Comprehension: Read and understand short texts on different types of media, headlines of newspapers on line, news briefs, an interview with a freelance journalist, fake news, invitation to a debate, different roles in a debate and answer questions on them on them.

Writing: On an online forum write about your media preferences and the type of articles you usually read, react to news briefs, prepare questions for an interview, short text on the danger of fake news.

Grammar: Formation of nouns, formation of passive, indicators of time,

Vocabulary: Media, news briefs, interviews, fake news, debates.

Intercultural: TV news, press, fake news, debates.

Practical component (if any) – NIL

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

Reading Comprehension: Read and understand texts on banking, credit, good money management, saving money while shopping, buying local produce, second hand clothing, budget for a company seminar, Lydia an online payment app and answer questions on them

Writing: write an email to a bank asking for information on how to open a bank account corresponding to your needs, a short text to describe your saving habits, use of Lydia an online paying app,

Grammar: Placement of double pronouns, expression of consequence, indefinite pronouns *plusieurs, quelques-uns, certains*.

Vocabulary : Banking services, savings, inheritances, consumption, budget and payments.

Intercultural : food distributors, secondhand clothing payment apps.

Practical component (if any) – NIL

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

Reading Comprehension: Read and understand short texts on floating islands, poaching, protection of endangered species, tropical forests, animal hospitals, consumption of polluting products posters, and answer questions on them.

Writing: Prepare a poster for an association, write a short text to give your opinion on poaching, on protection of endangered species, write an email to WWF proposing your participation in one of its projects, write a summary of a given text.

Grammar: Expression of objective. Expression of opposition,

Vocabulaire : ecology, endangered species. Nature, pollution.

Intercultural: Humanitarian associations, ecology, endangered species and measures to protect them.

Practical component (if any) – NIL

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

Reading Comprehension: Read and understand critic of a book, short texts reading digitalised texts, comic books, films, film reviews, cinema halls and cultural centres and answer questions on them.

Writing: Write about a book you have read, a film of your choice, a description of a museum dedicated to books and/or comics a short text on the need for film theatres, a film director of your choice.

Grammar: Gerondif (*en + Present participle*), indirect speech (past tense) compound relative pronouns (*auquel, duquel...*),

Vocabulaire : literature, comic books, cinema,

Intercultural: Literary prizes, comic books, literature, museums on literature or films.

Practical component (if any) – NIL

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

Reading Comprehension: Read and understand texts on contemporary art, street art, art museums, art by artificial intelligence, humor and imagination in art, visit to an art expo, movements in painting.

Writing: A short text on street art, to give your opinion on art created by AI, to explain what is art created by IA, describe a recent art movement.

Grammar: Relative pronoun *dont*, expression of concession, (*bien que, pourtant, cependant*)

Vocabulaire : Street art, Market for art, sculpture, painting, opening of an exhibition.

Intercultural: Street art, art and AI, different movements in painting

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 7-12.
2. Nathalie Hirschsprung, Tony Tricot, Mathias van der Meulen, Emmanuelle Garcia, « *Cosmopolite B1, Méthode de français* » Hachette, 2018, Dossiers 5-8.
3. Sophie Bruzy Todd, Delphine Jégou, Cedric Vial : « *La Classe B1, Méthode de français* », CLÉ International, 2018, Unités 4-6.
4. Marie Noelle Cocton (Coordination pédagogique), Camille Dereeper, Julien Kohlmann, Delphine Ripaud, : « *L’Atelier B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 6-10.
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 5-9.
6. Marion Dufour, Julie Mainguet, Eugenie Mainguet, Sergei Opatski, Marion Perrard, Ghislaine Tabareau « *Edito-B1 Méthode de français (2^e édition)* », Editions DIDIER FLE, 2018, Unités 6-12.
7. Amelie Brito, Emilie Bucher : “*Odysée B1, Cahier d’activités*”, CLÉ International, France, 2022, Unités 7-12.
8. Anais Dorey-Mater, Emilie, Mathieu-Benoit, Nellie Briet-Peslin, *Cosmopolite B1, Méthode de français* » Hachette, 2018, Dossiers 5-8.
9. Claire Sanchez : « *La Classe B1, Cahier d’activités* », CLÉ International, 2018, Unités 4-6.

10. Marie Noelle Cocton (Coordination pédagogique), Camille Dereeper, Julien Kohlmann, Delphine Ripaud, : « *L'Atelier B1*, Cahier d'activités », Les Éditions DIDIER, France, 2020, Unités 6-10.

11. Pascal Biras, Anna Chevrier, Charlotte Jade, Stephanie Witta, Araceli Rodriguez Tomp(phonétique), Alexandra Horquin (DELFI) : « *Défi –3 Méthode de français* », Éditions Maison des Langues, 2019, Unités 5-9.

12. Elodie Heu-Boulhat, Julie Mainguet, Eugénie Mottironi Sergei Opatski, Marion Perrard: « *Edito B1*, Cahier d'activités », DIDIER FLE, 2022 Unités 6-12

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 – 17
Language in context: Advanced 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: Advanced Listening and Speaking skills(2)	4	3	1	0		

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Learning Objectives

In semester 6, students will learn to

- Describe different dressing styles
- Give a positive or negative opinion
- Propose one's services
- Speak about media and one's media habits
- Narrate a news brief
- Explain causes
- Carry out an interview
- Start and end a discussion
- Introduce a new idea/subject
- To give and ask for information
- Participate in a discussion
- Carry out a telephone conversation
- Justify one's choices
- Narrate the plot of a book/film
- Speak of one's likes and dislikes
- Present a topic
- Speak about one's preferences
- Describe an artistic activity

Course Learning Outcomes

At the end of Semester 6, 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 B1 of listening and speaking skills as prescribed in the Common European Framework.

SYLLABUS OF DSC-17²

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

Listening Comprehension: Listen to and understand short texts on description of different dressing styles, clothes collections for men and women an interview with the fashion designer J.P. Gaultier, to a song on fashion trends, comments on a fashion show and answer questions on them.

Speaking: Explain why you give more importance to certain clothes and not others, discuss whether fashion trends are accessible to people who have money, state the objectives of groups such as “body positive”, give a positive or negative opinion on various topics, state reasons for

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which certain clothes are considered exclusively masculine or feminine, debate on whether fashion trends influence ways of thinking, discuss criteria for choosing models in your country, state how you become aware of the latest fashion trends, choose 2-3 clothes from a fashion show and comment on them,

Phonetics: semi vowels [j], [ɥ], [w]

Vocabulary: Dressing styles, clothes, clothing material, recycling clothes, beauty norms, critic and appreciation, models, fashion shows.

Intercultural: French fashion designers, models and fashion shows, beauty norms, fashion trends.

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

Listening comprehension: Observe the headlines on French television and class them according to their subject, give your opinion of newsbriefs, listen to the critic of TV news, listen to the description of a fake news site, listen to news briefs and answer questions on them.

Speaking: Speak about how you keep yourself informed on latest events, which are the columns of a newspaper which interest you the most, associate a dialogue with the corresponding news brief, prepare an interview, ask your neighbour about the media he/she has the most confidence in, express your opinion on whether social media should be controlled, debate on various topics.

Phonetics: written and oral forms of /f/

Vocabulary: Media, news briefs, interviews, fake news, debates.

Intercultural: TV news, press, fake news, debates.

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

Listening Comprehension: Listen to a conversation between a student wanting to open a bank account and a bank employee, listen to a short text on renting instead of buying furniture, on how to prepare a budget and answer questions on them.

Speaking: Explain which bank you would choose and why, give advice to a friend who wants to open a bank account in France, discuss the reasons for which certain person are in debt at the end of the month, a conversation between your financial consultant and you to discuss a banking issue, discuss various ways of saving money, explain to a friend the notion of coupons, what are the new consumption tendencies in your country, describe online payment options

available in your country, how do you manage your budget or your family's budget when you are on holiday.

Phonetics: Nasal vowels [ã], [ẽ], [õ]

Vocabulary : Banking services, savings, inheritances, consumption, budget and payments.

Intercultural : food distributors, secondhand clothing payment apps.

Unité 10: (Lessons 1-4 + Project): (Weeks 7.8, 9)

Listening Comprehension: Look at the video on the Dzanga-sangha sanctuary in Central Africa, look at the video on the whale beached in Paris, listen to a song on the environment, listen to a short text describing an animal hospital, look at the video on the waste polluting oceans and answer questions on them.

Speaking: Present a project for a floating island, describe your relations with your neighbours, choose which association or social cause you would like to work for and justify, explain to a friend the importance of fighting against poaching, narrate to a friend the story of a whale beached in Paris, express your reaction on various subjects related to the environment, state what you would give up to save the planet.

Phonetics: Sounds [u], [y].

Vocabulaire : ecology, endangered species. Nature, pollution.

Intercultural: Humanitarian associations, ecology, endangered species and measures to protect them.

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

Listening Comprehension: Listen to an author talk about his book, listen to a text on a mobile app allowing to read books online, watch the video on the Museum of Comics, watch the trailer of a film on the internet, listen to a discussion on OTT platforms, listen to a guided tour of cinema halls in Paris,

Speaking: do you prefer reading hard copies of books or books online, justify your choice, present your reading habits, give your opinion about comic books, present the last film that you have seen, present your preferences for films, TV series and justify them, debate on the pros and cons on watching a film with or without subtitles, ask for the way to a cinema hall, debate on the pros and cons of preserving cinema halls, present a cultural centre.

Phonetics: groups of consonants /pr/, /br/, /tr/

Vocabulaire : literature, comic books, cinema,

Intercultural: Literary prizes, comic books, literature, museums on literature or films.

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

Listening Comprehension: Listen to a short text on street art, listen to the description of a portrait created by AI, watch a video on the Cat sculptures on Champs elysees, listen to persons discussing at the opening of a art exhibition,

Speaking: Describe a piece of street art in your city, give your opinion on street art, give your opinion on street exhibitions, advise a friend who wants to learn painting, discuss the pros and cons of learning how to paint and draw at home or on Internet.

Phonetics: sounds [e] and [ɛ]

Vocabulaire :Street art, Market for art, sculpture, painting, opening of an exhibition.

Intercultural: Street art, art and AI, different movements in painting

Practical component (if any) – NIL

Essential/recommended readings

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2. Nathalie Hirschsprung, Tony Tricot, Mathias van der Meulen, Emmanuelle Garcia, « *Cosmopolite B1, Méthode de français* » Hachette, 2018, Dossiers 5-8.
3. Sophie Bruzy Todd, Delphine Jégou, Cédric Vial : « *La Classe B1, Méthode de français* »,CLÉ International, 2018, Unités 4-6.
4. Marie Noelle Cocton (Coordination pédagogique), Julien Kohlmann, Delphine Ripaud, Marie Rabin : « *L’Atelier B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 6-10.
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 5-9.
6. Marion Dufour, Julie Mainguet, Eugenie Mainguet, Sergei Opatski, Marion Perrard, Ghislaine Tabareau « *Edito-B1 Méthode de français (2^e édition)* », Editions DIDIER FLE, 2018, Unités 6-12.

7. Amelie Brito, Emilie Bucher : “*Odysée B-1, Cahier d’activités*”, CLÉ International, France, 2022, Unités 7-12.
8. Anais Dorey-Mater, Emilie, Mathieu-Benoit, Nellie Briet-Peslin, *Cosmopolite B1, Methode de français* » Hachette, 2018, Dossiers 5-8.
9. Claire Sanchez : « *La Classe B1, Cahier d’activités* », CLÉ International, 2018, Unités 4-6.
10. Marie Noelle Cocton (Coordination pédagogique), Camille Dereeper, Julien Kohlmann, Delphine Ripaud, : « *L’Atelier B1, Cahier d’activités*», Les Éditions DIDIER, France, 2020, Unités 6-10.
11. Pascal Biras, Anna Chevrier, Charlotte Jade, Stephanie Witta, Araceli Rodriguez Tomp(phonétique), Alexandra Horquin (DELF) : « *Défi –3, Cahier d’exercices* », Éditions Maison des Langues, 2019, Unités 5-9.
12. Elodie Heu-Boulhat, Julie Mainguet, Eugénie Mottironi Sergei Opatski, Marion Perrard: « *Edito B1, Cahier d’activités* », DIDIER FLE, 2022, Unités 6-12.

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 – 18

History of French & Francophone Literature-(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		
History of French & Francophone Literature-(2)	4	3	1	0		

DSC-18 History of French & Francophone Literature-(2)	
Learning Objectives: <ul style="list-style-type: none"> To introduce the learners to different cultural and intellectual movements in French and Francophone Literature from the 19th century up to the present (21st century). Introduction to major French and Francophone writers and their works from the 19th century up to the contemporary period (21st 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 19th century up to the contemporary period (21st century). 	
Learning Outcomes: The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> Read, understand and analyse French and Francophone literary texts representing major cultural and intellectual movements from the 19th century to the present (21st century) Develop skills to identify and analyse specific themes and questions dealt by writers, writing across various continents representing colonial and postcolonial experiences. Equip students with necessary tools to identify and critically engage with various literary movements and their core characteristics that emerged during this period. 	
Syllabus:	
UNIT I	5 Weeks
A selection of literary texts with focus on the major cultural and intellectual movements of the 19th Century, such as Romanticism, Realism, Symbolism, Naturalism. The selection can be made from the works of the following writers: Chateaubriand, Alphonse de Lamartine, Alfred de Vigny, Victor Hugo, Prosper Merimée, Honoré de Balzac, Stendhal, George Sand, Gustave Flaubert, Guy de Maupassant, Emile Zola etc.	
UNIT II	5 Weeks
A selection of literary texts with focus on the major cultural and intellectual movements of the 20 th Century, such as Dadaism, Surrealism, Existentialism, Absurd theatre, New Novel, OULIPO, Postmodernism, Neo-Realism etc. The selection can be made from the works of the following writers: Marcel Proust, Guillaume Apollinaire, André Breton, Louis Aragon, Paul Eluard, Jean-Paul Sartre, Albert Camus, Jacques Prévert, Eugène Ionesco, Samuel Becket, Marguerite Duras, Marguerite Yourcenar, Simone de Beauvoir, Nathalie Sarraute, Michel Tournier, Alain Robbe Grillet, Marcel Aymé, Georges Perec, Raymond Queneau, Patrice Modiano, Annie Ernaux, Anna Gavalda, Jean-Marie Gustave Le Clézio etc.	
UNIT III	5 Weeks
A selection of literary texts written by major Francophone writers from the XIX century up to the contemporary Period, such as Maurice Maeterlinck, Amélie Nothomb, Blaise Cendrars, Charles Ferdinand Ramuz, Aimé Césaire, Leopold Sédar Senghor, René Maran, Ahmadou Kourouma, Mongo Béti, Assia Djébar, Tahar Ben Jelloun, Mariama Bâ, Maryse Condé, Patrick Chamoiseau, Edouard Glissant, Ananda Dévi, Natacha Appanah, Shenaz Patel, Jean-Joseph Rabearivelo, Jean-Luc Raharimanana, Alain Mabanckou, Azouz Bégag, Dany Laferrière, Monique Proulx, Jacques Godbout etc.	

A selection will be made from the following list:	
Practical component (if any) – NIL	
<p>References</p> <ul style="list-style-type: none"> • 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 • Ferroudja Allouache, Nicole Blondeau, (2020) <i>Littérature progressive de la francophonie</i>, Paris : CLE International. • Françoise Ploquin, Laurent Hermeline, Dominique Rolland, (2000), <i>Littérature française :</i> • <i>les textes essentiels</i>, Paris : Hachette • Jean-Louis Joubert, (1997), <i>Litterature Francophone Anthologie</i>, Paris : Cideb. • Michel Laurin, Laurin, Marie-Elaine Philippe, (2013), <i>Anthologie littéraire de 1800 à aujourd'hui 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.	