

## Generic Elective-3 (GE-3)

### Intermediate Communicative French (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		
Intermediate Communicative French (1)	4	3	1	0	Successfully completed GE-1 & 2	Successfully completed GE-1 & 2

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

#### GE-3

### Intermediate Communicative French (1)

#### Learning Objectives:

- The course focuses on developing intermediate level communicative competences building on the language skills acquired by students in the previous semesters.
- Enable learners to listen to and understand texts related to the learner's field of interest.
- Equip learners To answer questions on the text.
- Develop skills to describe and relate events, to express one's feelings and opinion.
- Enable learners To ask and answer questions related to one's field of interest.
- Impart skills To read and understand texts related to the learner's field of interest. To answer questions on the text.
- To write texts describing and relating events, expressing one's feelings and opinion.

#### Learning Outcomes:

At the end of the semester, students will be able to:

- partially attain A2 Level of Listening, speaking, reading and writing skills in the concerned language
- understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
- Develops the capacity to present and discuss topics, moving out of the immediate environment of the learners.
- cope with less routine situations in public spaces while obtaining goods and availing services.
- read and understand straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.

- write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important by describing experiences, feelings and events in some detail.

**Syllabus:**

<b>UNIT I: Listening and Speaking Skills</b>	<b>12 Hours</b>
<p>Listening: understanding the main points of short radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</p> <p>Speaking:</p> <p>Exchanging, checking and confirming accumulated factual information on familiar routine and non-routine matters within one's field with some confidence</p> <p>Discussing topics moving out of the immediate environment of the students such as discussing film/book/advertisement, TV radio programmes, current issues, preparing and conducting an opinion poll, conducting an interview, working with songs, etc.</p> <p>Coping with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase, making a complaint, dealing with most situations likely to arise when making travel arrangements or when actually travelling.</p>	
<b>UNIT II: Reading and Writing Skills</b>	<b>12 Hours</b>
<p>Reading: Reading and understanding relevant information in everyday material, such as letters, brochures, short official documents, short journalistic or commercial texts in order to recognise significant points and line of argument in the treatment of the issue presented</p> <p>Writing: Writing personal letters describing experiences, feelings and events in some detail, writing notes conveying simple information of immediate relevance to friends, service, people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. Comparing headlines and presentation of news in different newspapers, analysing an editorial, writing a short story/anecdote and writing about feelings/impressions</p>	
<b>UNIT III: Morphosyntactic and Phonological Competences</b>	<b>11 Hours</b>
<p>Developing repertoire of good range of vocabulary for matters connected to one's field of interest and most general topics related to the socio-cultural milieu.</p> <p>Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future, more detailed usage of pronouns and prepositions and basic knowledge of connectors to compose fairly coherent text.</p> <p>Developing sufficient understanding of phonological specificities of French to help learners articulate and read more independently predicting pronunciation of unknown words.</p>	
<b>UNIT IV: Co-cultural Competence:</b>	<b>10 Hours</b>
Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the French and the Francophone world.	
<b>Practical component (if any)</b>	
<b>References :</b>	
Any of the text books given below may be prescribed:	
1. Mater Anaïs, Mathieu-Benoit Émilie, Hirschsprung Nathalie, Mous Nelly, Tricot Tony : « <i>Cosmopolite- A2 Méthode de français</i> », Hachette Français langue étrangère, 2017 Dossiers 1-4. 2. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine : « <i>L'Atelier-A2, Méthode de français</i> », Les Éditions DIDIER, France, 2019, Unités 1-4. 3. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, Briet Geneviève, Collige-Neueschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « <i>Défi- 2 Méthode de français</i> », Éditions Maison des Langues, 2018, Unités 5-8.	

4. Bredelet A., Bufferne M., Mègre B., Rodrigues W. M. : « *Odyssée- A2, Méthode de français* », CLÉ International, France, 2021, Unités 1-6.
5. Fafa Clémence, Gajdosova Florence, Horquin Alexandra, Pasquet Airelle, Perrard Marion, Petitmengin Violette, Sperandio Caroline, Dodin Marlène (DELF), Veldeman-Abry Julie (phonétique) : « *Edito-A2 Méthode de français (2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 1-6.
6. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine: « *Cosmopolite- A2 Cahier d'activites* », Hachette Français langue étrangère, 2017 Dossiers 1-4.
7. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier- A2, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 1-4.
8. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandra (DELF) : « *Défi- 2 Cahier d'exercices* », Éditions Maison des Langues, 2018, Unités 1-4.
9. Chanéac-Knight Laëtitia : « *Odysée- A2, Cahier d'activités* », CLÉ International, France, 2021, Unités 1-6.
10. Amoravain Roxane, Blasco Valérie, Gatin Marie, Lions-Olivieri Marie-Laure : « *Edito- A2 Cahier d'activités* », Les Éditions DIDIER FLE, 2022, Unités 1-6.
11. Hirschsprung Nathalie : « *Préparation à l'examen du DELF A2* », Hachette, 2007.

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.**