

Programme Grid

UNDER GRADUATE DEGREE IN FRENCH

| Sem | Part | Code | TITLE | Hr/Wk | Cr | Marks | |
|-------|--------------|-------------|-----------------------|--|----|-------|----|
| 1 | Part 1 | TAM/HIS/FRS | | 3 | 2 | 30 | |
| | Part 2 | ENS 0000 | Conversational Skills | 3 | 2 | 30 | |
| | Part 3 Major | Core | FRS 1503 | Le français élémentaire | 5 | 5 | 75 |
| | | | FRS 1411 | Le français interactif – I | 4 | 4 | 60 |
| | | | FRS 1413 | L'écoute et la lecture– I | 4 | 4 | 60 |
| | | Sup. | HIS 1409 | Communication Skills in Hindi | 5 | 4 | 60 |
| | Part 4 | N M E 1 | XXX0000 | Basic Tamil/Advance Tamil/Non-Major Elective | 3 | 2 | 30 |
| | | L S 1 | XXX0000 | | 3 | 2 | 30 |
| Total | | | | 30 | 25 | 375 | |

| Sem | Part | Code | TITLE | Hr/Wk | Cr | Marks | |
|-----|--------------|-------------|--------------------------|--|----|--------|-----|
| 2 | Part 1 | TAM/HIS/FRS | | 3 | 2 | 30 | |
| | Part 2 | ENS 0000 | Reading & Writing Skills | 3 | 2 | 30 | |
| | Part 3 Major | Core | FRS 1504 | Le français intermédiaire- I | 5 | 5 | 75 |
| | | | FRS 1412 | Le français interactif - II | 4 | 4 | 60 |
| | | | FRS 1414 | L'écoute et la lecture– II | 4 | 4 | 60 |
| | | Sup. | HIS 1410 | Communication Skills in Hindi | 5 | 4 | 60 |
| | Part 4 | N M E 2 | XXX0000 | Basic Tamil/Advance Tamil/Non-Major Elective | 3 | 2 | 30 |
| | | L S 2 | XXX0000 | | 3 | 2 | 30 |
| | Part 5 | Extension | XXX0000 | NSS/ PED | 1 | 1 | 15 |
| | Total | | | | 30 | 25 + 1 | 375 |

| Sem | Part | Code | TITLE | Hr/Wk | Cr | Marks | |
|-------|--------------|-------------|--------------|--|-----------------------|-------|----|
| 3 | Part 1 | TAM/HIS/FRS | | 3 | 2 | 30 | |
| | Part 2 | ENS 0000 | Study Skills | 3 | 2 | 30 | |
| | Part 3 Major | Core | FRS 2601 | La phonétique française (<i>French Phonetics</i>) | 6 | 6 | 90 |
| | | | FRS 2501 | Les régions de la France (<i>Regions of France</i>) | 5 | 5 | 75 |
| | | | FRS 2403 | L'expression écrite-I (<i>Writing Skills-I</i>) | 4 | 4 | 60 |
| | | | FRS 2401 | Le français accéléré (<i>Advanced French</i>) | 4 | 4 | 60 |
| | | | Self - Sup. | FRS 2411 | Le français parlé - I | 5 | 4 |
| Total | | | | 30 | 27 | 405 | |

| Sem | Part | Code | TITLE | Hr/Wk | Cr | Marks | |
|-------|--------------|-------------|---------------|--|------------------------|-------|----|
| 4 | Part 1 | TAM/HIS/FRS | | 3 | 2 | 30 | |
| | Part 2 | ENS 0000 | Career Skills | 3 | 2 | 30 | |
| | Part 3 Major | Core | FRS 2602 | L'initiation à la traduction (<i>Introduction to Translation</i>) | 6 | 6 | 90 |
| | | | FRS 2502 | L'histoire de France (<i>History of France</i>) | 5 | 5 | 75 |
| | | | FRS 2404 | L'expression écrite-II (<i>Writing skills-II</i>) | 4 | 4 | 60 |
| | | | FRS 2410 | Le cinéma français (<i>French Cinema</i>) | 4 | 4 | 60 |
| | | | Self - Sup. | FRS 2412 | Le français parlé - II | 5 | 4 |
| Total | | | | 30 | 27 + 1 | 405 | |

| Sem | Part | Code | TITLE | Hr/Wk | Cr | Marks |
|-----|------|------|-------|-------|----|-------|
|-----|------|------|-------|-------|----|-------|

| | | | | | | | |
|---|-----------------|----------------|----------|---|----|----|-----|
| 5 | Part 3 Major | Core | FRS 3601 | La pratique de la traduction (<i>Translation Techniques</i>) | 6 | 6 | 90 |
| | | | FRS 3603 | Le Roman français (<i>French Novel</i>) | 6 | 6 | 90 |
| | | | FRS 3605 | Le français des affaires (<i>Business French</i>) | 6 | 6 | 90 |
| | | Innova tive | FRS 3507 | La musique française: Chanson (<i>French Song</i>) | 5 | 5 | 75 |
| | Part 4 | L S 3 | XXX0000 | | 3 | 2 | 30 |
| | | VAL | VAL 3200 | Value Education | 4 | 2 | 30 |
| | | | | Total | 30 | 27 | 405 |

| Sem | Part | | Code | TITLE | Hr/W k | Cr | Marks |
|---|-----------------|----------------|----------|--|------------|--------------------|-------------|
| 6 | Part 3 Major | Core | FRS 3602 | La poésie française (<i>French Poetry</i>) | 6 | 6 | 90 |
| | | | FRS 3604 | Le théâtre français (<i>French Theatre</i>) | 6 | 6 | 90 |
| | | Innova tive | FRS 3606 | La France contemporaine (<i>Contemporary France</i>) | 6 | 6 | 90 |
| | | | FRS 3508 | Le français de l'hôtellerie et du tourisme (<i>Hotel French and Tourism</i>) | 5 | 5 | 75 |
| | Part 4 | L S 4 | XXX0000 | | 3 | 2 | 30 |
| | | EVS | FRS 3200 | ECO French | 4 | 2 | 30 |
| | | | | Total | 30 | 27 | 405 |
| Grand Total for Semesters III-VI | | | | | 120 | 108 + 2 | 1620 |

PART III Self-Supportive

| <i>SEM</i> | <i>COURSE NO.</i> | <i>COURSE TITLE</i> | <i>Hrs.</i> | <i>Cr.</i> | <i>Marks</i> |
|------------|-------------------|------------------------|-------------|------------|--------------|
| III | FRS 2411 | Le français parlé - I | 5 | 4 | 60 |
| IV | FRS 2412 | Le français parlé - II | 5 | 4 | 60 |
| | | Total | 10 | 8 | 120 |

PART III Supportive Major for HIS

| <i>SEM</i> | <i>COURSE NO.</i> | <i>COURSE TITLE</i> | <i>Hrs.</i> | <i>Cr.</i> | <i>Marks</i> |
|------------|-------------------|---|-------------|------------|--------------|
| I | FRS 1409/HIS | La langue et la civilisation françaises – I <i>(French language and Civilization – I)</i> | 5 | 4 | 60 |
| II | FRS 1410/HIS | La langue et la civilisation françaises – II <i>(French language and Civilization – II)</i> | 5 | 4 | 60 |
| | | Total | 10 | 8 | 120 |

Part – I – French

Study plan for UG students (Aided & SF) (2017 batch onwards)

Courses offered for UG Programme under Part I

| Semester | Category | Code | Course Title | Hr/wk | Cr. | Marks |
|-----------------|-----------------|--------------|----------------------|--------------|------------|--------------|
| I | Part I | FRE/FRS 1203 | General French - I | 3 | 2 | 30 |
| II | Part I | FRE/FRS 1204 | General French - II | 3 | 2 | 30 |
| III | Part I | FRE/FRS 2201 | Advanced French - I | 3 | 2 | 30 |
| IV | Part I | FRE/FRS 2202 | Advanced French - II | 3 | 2 | 30 |

PSO

Upon completion of the program, graduates will be able to

- PSO 1: communicate proficiently and articulate well in French.**
- PSO 2: familiarize and compare the cultural differences through the study of civilization.**
- PSO 3: appreciate the French art, Culture & literary texts.**
- PSO 4: write a formal letter & Curriculum Vitae.**
- PSO 5: pursue higher studies in the subject of their choice such as literature translation and francophone studies in any of the universities in India and abroad.**
- PSO 6: compete and pass through intermediate French competitive exams like DELF**
- PSO 7: gain boosting confidence to teach French in educational institutions.**
- PSO 8: converse using professional jargons related to hotel industries.**
- PSO 9: adept at translating English to French and French to English efficiently.**
- PSO 10: communicate in French in francophone countries.**

Mapping of Courses with Programme Specific Outcomes (PSOs) for existing courses

| Courses | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PSO 7 | PSO 8 | PSO 9 | PSO 10 |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| FRS 1503 | | | | ✓ | | | | | | |
| FRS 1411 | ✓ | | | | | | | | | |
| FRS 1413 | | | | | | | | ✓ | | |
| FRS 1409 | | ✓ | | | | | | | | |
| FRS 1504 | | | | | | | | | ✓ | |
| FRS 1412 | | | | | | ✓ | | | | |
| FRS 1414 | | | | | | | | | | ✓ |
| FRS 1410 | | | ✓ | | | | | | | |
| FRS 2601 | ✓ | | | | | ✓ | | | | |
| FRS 2501 | | ✓ | | | ✓ | | ✓ | | | |
| FRS 2403 | | | | ✓ | ✓ | ✓ | | | | |
| FRS 2401 | ✓ | | | | | ✓ | | | | |
| FRS 2411 | ✓ | ✓ | | | | | ✓ | | | |
| FRS 2602 | | | | | | | | | ✓ | |
| FRS 2502 | | ✓ | ✓ | | | | | | | |
| FRS 2404 | | | | ✓ | ✓ | ✓ | | | | |
| FRS 2410 | | ✓ | | | | | ✓ | | | |
| FRS 2412 | ✓ | | | | | ✓ | | | | |
| FRS 3601 | | | | | | | | | ✓ | |
| FRS 3603 | | | ✓ | | | | | | | |
| FRS 3605 | | | | ✓ | | | | ✓ | | ✓ |
| FRS 3507 | | | ✓ | | | | | | | |
| FRS 3602 | | | ✓ | | | | | | | |
| FRS 3604 | | | ✓ | | ✓ | | | | | |
| FRS 3606 | | | ✓ | | | | | | | |
| FRS 3508 | | | | ✓ | | | | ✓ | | |
| FRS 3200 | | | | | ✓ | | | | | |

| | | | | | | | | | | |
|--------------|---|---|---|---|--|--|--|--|--|--|
| FRE/FRS 1203 | ✓ | ✓ | | | | | | | | |
| FRE/FRS 1204 | ✓ | ✓ | | | | | | | | |
| FRE/FRS 2201 | ✓ | | ✓ | ✓ | | | | | | |
| FRE/FRS 2202 | ✓ | | ✓ | ✓ | | | | | | |

Mapping of PSOs with POs

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| PSO1 | | | ✓ | | | | | | | |
| PSO2 | | | | | | | | | | |
| PSO3 | ✓ | | | | | | | | | |
| PSO4 | | ✓ | | | | | | | | |
| PSO5 | | | | ✓ | | | | ✓ | | |
| PSO6 | | | | | | | | | | |
| PSO7 | | | | | ✓ | | | | | |
| PSO8 | | ✓ | | | | | | | | |
| PSO9 | | ✓ | | | | | | | | |
| PSO10 | | | ✓ | | | | | | | |

This course has basic knowledge of the French language grammar and aims to build a solid foundation in the acquisition of standard French through fundamental French grammar.

On successful completion of the course the student will be able to

- i. Recall the gender of the nouns.
- ii. Use basic foundation of the verbs.
- iii. Identify the different types of sentences.
- iv. Examine the noun, verb, adjectives, & preposition.
- v. Identify the basic knowledge of French grammar.

Unit 1: les noms, l'article défini, l'article indéfini, les adjectifs descriptifs.

Unit 2: les pronoms sujets, les verbes réguliers au présent (« er » et « ir »), les verbes pronominaux, l'adjectif démonstratif.

Unit 3: les verbes irréguliers, la négation, l'interrogatif.

Unit 4: les prépositions, l'article contracté, l'article partitif.

Unit 5: les adjectifs possessifs, l'adjectif interrogatif, l'expression de la quantité.

Text:

The course material will be provided by the course teacher.

Reference Book:

1. Nathalie BIÉ, Philippe SANTINAN, *Grammaire pour adolescents 250 exercices*. (niveau débutant), CLE International, 2005.
2. Claire Miguel, *Grammaire en dialogues (niveau débutant)*, CLE International, Paris, 2005.

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | 2 | | | | |
| CO3 | | | 3 | | | |
| CO4 | | | | 4 | | |
| CO5 | | | | | 5 | |
| <i>Mean</i> | | | | | | 3 |

This course aims to enhance oral skills and conversational competences and it will also help to improve pronunciation and to appreciate and produce different registers of oral language.

On successful completion of the course the student will be able to

- i. demonstrate an accurate understanding of linguistic concepts including phonetics
- ii. communicate proficiently and collaborate successfully in day today situations in France.
- iii. integrate language proficiencies, intercultural competencies and technology skills
- iv. identify the key similarities and differences between their own cultural practices.
- v. use the cultural practises in another familiar situations.

Unit 1 Bonjour

Unit 2 me voici

Unit 3 les vacances en France

Unit 4 les gens

Unit 5 Bon appétit

Text :

The course material will be provided by the course teacher.

Reference Books:

<https://www.laits.utexas.edu/tex/>

University of Texas at Austin, Français interactif, Italy, 2011

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | 2 | | | | |
| CO3 | | | 3 | | | |
| CO4 | | | | 4 | | |
| CO5 | | | | | 5 | |
| <i>Mean</i> | | | | | | 3 |

It aims at developing the reading and listening skills through variety of exercises. It builds up the base for oral and reading skills, by initiating the students to the art of listening and reading. It is divided into four units. Emphasis is laid on the French sounds, sound pattern and syllabification; on the essential vocabulary needed for the day-to-day conversation; on understanding of the basic documents and also on the expression of their views in short sentences.

On successful completion of the course the student will be able to

- i. identify French sounds, sound pattern and syllabification
- ii. list and recall the essential vocabulary needed for everyday situations.
- iii. read and understand basic documents and texts.
- iv. Express their views in short sentences.
- v. understand most speech on a familiar topic.

Unit 1: A la boulangerie, A la poste, Au marché, A l'épicerie

Unit 2: Dans une papeterie, Chez le poissonnier, Au café, A l'hôtel.

Unit 3: A la gare, Dans une boutique de vêtements, Dans un magasin de chaussures, Chez le dentiste.

Unit 4: Au cabinet médical, Dans une station de métro, A l'office de tourisme, Dans une administration.

Unit 5: A la banque, Aux Galeries Lafayette, Une maison à louer, Le temps qu'il fait.

Text : Claire Miguel, *Communication progressive du français avec 270 activités (niveau débutant)*, CLE International /SEJER, 2004.

Reference books / Websites

1. Evelyne Siréjols, *Vocabulaire en dialogues (niveau débutant)*, CLE International, 2007
2. Girardet, J., Pécheur, J, *Echo A1, méthode de française*, CLE International, Paris, 2010
3. RFI, http://www1.rfi.fr/lffr/statiques/accueil_apprendre.asp
4. TV5Monde- www.tv5monde.com/

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | | 2 | | | | |
| CO2 | 1 | | | | | |
| CO3 | | | 3 | | | |
| CO4 | | | 3 | | | |
| CO5 | | | | | 5 | |
| <i>Mean</i> | | | | | | <i>3</i> |

It aims at initiating the students to the rudiments of the French language and creates an interest in the students in learning this foreign language.

On successful completion of the course the student will be able to

- i. introduce themselves and greet one another.
- ii. construct interrogative forms.
- iii. express their likes and dislikes.
- iv. communicate with the help of various activities.
- v. examine and assess own and others in speaking skills.

Unit 1: Je m'appelle Elise. Et vous?

Unit 2: Vous dansez? D'accord.

Unit 3: Monica, Yukiko et compagnie

Unit 4: Les voisins de Sophie

Unit 5: Tu vas au Luxembourg?

Text :

Sylvie POISSON-QUINTON, Michèle MAHEO-LE COADIC, Anne VERGNE-SIRIEYS, FESTIVAL, CLE Internationale/SEJER, Paris, 2005

Reference book:

Catherine HUGOT, Monique WAENDENDRIES, Véronique M. KIZIRIAN, ALTER EGO + A1, Cahier d'exercices, Paris, Hachette Livre, 2012.

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | 2 | | | | |
| CO3 | | | 3 | | | |
| CO4 | | | | 4 | | |
| CO5 | | | | | 5 | |
| <i>Mean</i> | | | | | | 3 |

This course is comprised of deep study of grammar categories and aims to apply the grammatical structures correctly.

On successful completion of the course the student will be able to

- i. Recall & list different verbs.
- ii. Differentiate the tenses.
- iii. Communicate & use future tense.
- iv. Apply the usage of tenses & Discuss in past tense.
- v. Analyze & Make simple sentences.

Unit 1: l'impératif, les verbes irréguliers suite.

Unit 2: le présent progressif, le passé récent, le futur proche.

Unit 3: le Futur, les prépositions de lieux et temps, les expressions de la négation.

Unit 4: les pronoms personnels « COD, COI », le pronom « en », le pronom « y ».

Unit 5: l'imparfait, le conditionnel présent, le passé composé.

Text:

The course material will be provided by the course teacher.

Reference Book:

1. Nathalie BIÉ, Philippe SANTINAN, *Grammaire pour adolescents 250 exercices*. (niveau intermédiaire), CLE International, 2006.
2. Claire Miguel, *Grammaire en dialogues (niveau débutant)*, CLE International, Paris, 2005.

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | | 3 | | | |
| CO3 | | 2 | | | | |
| CO4 | | | | 4 | | |
| CO5 | | | | | 5 | |
| <i>Mean</i> | | | | | | 3 |

The course aims at developing the student's proficiency in the four basic skills (speaking, listening, reading and writing) in French and sensitizing the students to appreciate the French culture

On successful completion of the course the student will be able to

- i. communicate effectively and understand without difficulty by a native interlocutor.
- ii. practice the complicated tasks such as explaining, interrogating and informing.
- iii. identify instances of communication in the circumstances of their own.
- iv. express a thorough command of French and its linguistic structures.
- v. be aware of the life style of French, festivals of France and role of medias in their life

Unit 1 : la ville

Unit 2 : les fêtes

Unit 3 : la maison

Unit 4 : médias et communication

Unit 5 : Mode, forme et santé

Text : The course material will be provided by the course teacher.

Reference Books:

<https://www.laits.utexas.edu/tex/>

University of Texas at Austin, Françaisinteractif, Italy, 2011

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | | 3 | | | |
| CO3 | | 2 | | | | |
| CO4 | | | | 4 | | |
| CO5 | | | | | 5 | |
| <i>Mean</i> | | | | | | 3 |

It aims at developing the communication skills and giving exposure to the use of different language registers. Emphasis is placed on the refinement of reading skills. It integrates communicative approach with action method. It focuses on more advanced conversational and reading skills. It consists of four units.

On successful completion of the course the student will be able to

- i. understand complex questions asked in French and make an attempt at giving an answer.
- ii. demonstrate good comprehension of written discourse in areas of special interests.
- iii. recognize the role of cultural knowledge in understanding written texts.
- iv. narrate and describe in past, present and future tense.
- v. express themselves in their own words in French.

Unit 1: Dans la rue, Monsieur Catastrophe, Un ami téléphone, Dans une entreprise.

Unit 2: Au club de gym, Entre voisins, Au travail, Au bureau.

Unit 3: La préparation d'un pique-nique, A la pharmacie, Une jambe cassée, Chez le médecin.

Unit 4: Entre amis, Entre collègues, Une fête d'anniversaire, Entre deux mères.

Unit 5: Enquêtes policière, Au commissariat de police, Bonnes nouvelles !, A la sortir d'un spectacle.

Text : Claire Miguel, *Communication progressive du Français avec 365 activités (niveau intermédiaire)*, CLE International /SEJER, 2004.

Reference books / Websites

1. Evelyne Siréjols, *Vocabulaire en dialogues (niveau débutant)*, CLE International, 2007
2. Girardet, J., Pécheur, J, *Echo A1, méthode de française*, CLE International, Paris, 2010
3. RFI, http://www1.rfi.fr/lffr/statiques/accueil_apprendre.asp
4. TV5Monde- www.tv5monde.com/

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | | 3 | | | |
| CO3 | | 2 | | | | |
| CO4 | | | | 4 | | |
| CO5 | | | | | 5 | |
| <i>Mean</i> | | | | | | 3 |

This course aims at developing proficiency in oral expression with emphasis on pronunciation and articulation. Emphasis is placed on developing the four language skills: listening, speaking, reading and writing.

On successful completion of the course the student will be able to

- i. discover the places and understand the usage of prepositions of places.
- ii. demonstrate a significant development in interrogation.
- iii. apply the imperative mode.
- iv. communicate in the market.
- v. appreciate French gastronomy

Unit 1: Nous venons pour l'inscription.

Unit 2: A vélo, en train, en avion

Unit 3: Pardon, Monsieur, le BHV s'il vous plait?

Unit 4: Au marché

Unit 5: On déjeune ici ?

Text :

Sylvie POISSON-QUINTON, Michèle MAHEO-LE COADIC, Anne VERGNE-SIRIEYS, FESTIVAL, CLE Internationale/SEJER, Paris, 2005

Reference book

Catherine HUGOT, Monique WAENDENDRIES, Véronique M. KIZIRIAN, ALTER EGO + A1, Cahier d'exercices, Paris, Hachette Livre, 2012.

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | | 3 | | | |
| CO3 | | 2 | | | | |
| CO4 | | | | 4 | | |
| CO5 | | | | | 5 | |
| <i>Mean</i> | | | | | | 3 |

The aim of this module is to introduce the students to the IPA, French phonology and phonetics. This module consists of introduction to IPA, phonetics and French phonology.

On successful completion of the course the student will be able to

- i. recall and identify IPA (International Phonetic Alphabets)
- ii. classify different sounds and accents unique to the French language.
- iii. pronounce each word more efficiently with the knowledge whether or not to pronounce certain letters.
- iv. use proper intonations, differentiate difficult sounds and reproduce them.
- v. Examine literary or normal text proficiently and articulate well in French.

Unit 1: Phonétique, phonologie – API – Petit guide à l'usage des débutants

Unit 2: Les caractéristiques du français : Le rythme – La musique et l'intonation – Les lettres non prononcées – La chaîne des mots et la continuité

Unit 3: Les sons spécifiques du français : Le [y] et Le [z] – Le [œ] et Le [ã] – Le [u] et Le [R]

Unit 4: Les principales difficultés du français : La tension et la sonorité

Unit 5: Les principales difficultés du français : La labilité et l'acuité

Text

1. Charliac Lucie, Jean Thierry, Le Bougnec, Bernard, Loreil, Annie-Claude, Motron, *Phonétique progressive du français* (Débutant) avec 400 exercices, CLE International, 2003.

Reference books

1. Jean-Louis Chiss, Jacques Filliolet, Dominique Maingueneau, *Introduction à la linguistique française* - tome 1 : notions fondamentales, phonétique, lexicque. Hachette Éducation, Paris, 2013.
2. Francis W. Nachtmann Exercises in French Phonics, Stipes Publishing Company, Illinois, 1981.
3. Rastogi Nirupama, Initiation à la phonétique du français, Langers, Inde

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | 2 | | | | |
| CO3 | | | 3 | | | |
| CO4 | | | | 4 | | |
| CO5 | | | | | 5 | |
| Mean | | | | | | 3 |

The aim of this module is to give a panoramic view about the French regions, the departments, important personalities and the culinary specialities.

On successful completion of the course the student will be able to

- i. locate the regions and its prefectures
- ii. infer the administrative structure of France
- iii. appreciate the regions and its gastronomy and famous personalities.
- iv. familiarize with national, religious and local festivals of the country
- v. adapt an analysis of French realities

Unit 1: L'île de France.

Unit 2: L'ouest.

Unit 3: Le nord et L'est.

Unit 4: Le centre.

Unit 5: Le sud-ouest et le grand sud.

Text

1. Ross Steele, *Civilisation progressive du français*(intermédiaire) avec 400 activités, CLE International, 2004.
2. Odile Grand-Clément, *Civilisation en dialogues*, niveau débutant, CLE International, 2007

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | 2 | | | | |
| CO3 | | | | 4 | | |
| CO4 | | | | | 5 | |
| CO5 | | | 3 | | | |
| Mean | | | | | | 3 |

It aims at strengthening the students' competency in the skills already acquired, focussing on written comprehension and written expression.

On successful completion of the course the student will be able to

- i. Find invitation cards and to fill the forms
- ii. Extend greetings
- iii. Construct sentences about information and give his own opinion
- iv. Analyzing and narrating a situation in past
- v. Construct a story using his own words

Unit 1: Remplir une fiche – Annoncer quelque chose – Inviter quelqu'un– Accepter une invitation – Refuser quelque chose

Unit 2: Féliciter quelqu'un – Proposer quelque chose – Demander des renseignements sur un lieu – Expression de la cause

Unit 3: Décrire quelqu'un – Expliquer quelque chose – Donner des renseignements – Exprimer son opinion – Comparer deux personnes

Unit 4: Raconter quelque chose – Se situer dans le temps

Unit 5: Ordonner un récit – Préciser les circonstances et commenter

Text The course material will be provided by the course teacher.

Reference books

1. Sylvie Poisson-Quinton, *Compétences A1Expression écrite Niveau I*, CLE/SEJER, 2004

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | 2 | | | | |
| CO3 | | | 3 | | | |
| CO4 | | | | 4 | | |
| CO5 | | | | | 5 | |
| Mean | | | | | | 3 |

It aims at developing the students' language proficiency at a higher level by building on the skills acquired at the previous level.

On successful completion of the course the student will be able to

- vi. Name the basic noun and recall the vocabulary
- vii. Use the vocabulary in the right situation
- viii. Apply appropriate usage of noun
- ix. Discover the exact noun forms and its usage
- x. Construct and use the grammatically correct sentences

Unit 1: Présentations et usages – Les nationalités et les langues – La famille et les âges de la vie – Les relations et les sentiments – Le caractère et la personnalité.

Unit 2: Le temps qui passe – Les activités quotidiennes – L'école – Les professions et les métiers

Unit 3: La technologie – La communication – L'argent et la banque – Commerces et commerçants

Unit 4: Les vêtements et la mode – La maison et le logement – Cuisine, restaurant et café

Unit 5: Loisirs, jeux et sports – Transports et circulation – Le tourisme et les vacances

Text The course material will be provided by the course teacher.

Reference book

1. Claire Leroy-Miquel, Anne Goliot-Lété, *Vocabulaire progressive du français avec 250exercices (niveau intermédiaire)*, CLE International, SEJER, 2007.
2. Evelyne Siréjols, *Vocabulaire en dialogues (niveau débutant)*, CLE International, 2007.

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | 2 | | | | |
| CO3 | | | 3 | | | |
| CO4 | | | | 4 | | |
| CO5 | | | | | 5 | |
| <i>Mean</i> | | | | | | 3 |

It aims at ameliorating their listening and spoken skills through audio-visual method. It helps them understand and appreciate the different pronunciation in French language. It enhances their overall understanding of the French culture and routine.

At the end of the course, students will be able to

- i. Understand basic phrases and introduce oneself.
- ii. Respond in basic French and describe others.
- iii. Demand and give directions and express emotions in French.
- iv. identify and appreciate different opinions.
- v. compare and contrast likes and dislikes.

Unit 1: Martine entre en scène.

Unit 2: Une réception chez Laurent.

Unit 3: Une journée difficile pour Martine.

Unit 4: Monsieur Duray donne son avis.

Unit 5: Que le meilleur gagne !

Manuel: Guy Capelle , Albert Raasch *Avec Plaisir 1 (méthode de français)*, HACHETTE français langue étrangère, Paris 1986

Reference

1. <http://enseigner.tv5monde.com/>
2. <http://www.lepointdufle.net/>

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | | | | 5 | |
| CO3 | | | 3 | | | |
| CO4 | | 2 | | | | |
| CO5 | | | | 4 | | |
| <i>Mean</i> | | | | | | 3 |

The aim of this module is to initiate the students to the art of translation through a lot of practical sessions and make them understand the underlying techniques.

On successful completion of the course the student will be able to

- i. familiarize with the seven procedures of translation.
- ii. identify the different terminologies in French.
- iii. examine appropriate lexical and grammatical resources efficiently
- iv. demonstrate effective bi-lingual and bi-cultural practice with in their work
- v. apply professional standards in their working atmosphere.

Unit 1: Les notions de base de traduction

Unit 2: La terminologie.

Unit 3: La pratique de la traduction

Unit 4: L'analyse comparative de traductions publiées.

Unit 5: La traduction Commerciale, La traduction Littéraire.

Text

The study material will be provided to the students by the course teacher.

Reference books

1. Delphine Chartier, Marie-Claude Lauga-Hamid, *Introduction à la traduction: méthodologie pratique* (anglais-français) français – anglais. Toulouse : Presses universitaires du Mirail, DL 1995
2. Michel Ballard, *La Traduction de l'anglais au français*, Nathan Université. 1996

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | 2 | | | | |
| CO3 | | | | | 5 | |
| CO4 | | | | 4 | | |
| CO5 | | | 3 | | | |
| <i>Mean</i> | | | | | | 3 |

The aim of this module is to give a survey of the French history to familiarize the students with the past society and culture of France. It includes a general survey of the history of early Modern France with special emphasis on topics such as France and its cultural history: Absolute Monarchy, the era of Revolutions and beginnings of the Enlightenment and the V Republic of France.

On successful completion of the course the student will be able to

- i. identify the historical figures who have ruled France beginning from the time of middle ages until leading to V Republic.
- ii. interpret the achievements and failures of monarchy and aristocracy which has affected the lives of common people, shaping the history of France.
- iii. be aware of French historical events and state their opinions on how it has affected the current civilisation, politics and Geography of the country.
- iv. Compare French and Indian histories.
- v. familiarize with and analyze the past society and culture of France.

Unit 1 : L'Etat-Nation et les personnages.

Unit 2 : Un pays en Révolution.

Unit 3 : D'une guerre à l'autre.

Unit 4 : L'esprit de Mai – 1968.

Unit 5 : La Ve République.

Text Ross Steele, *Civilisation Progressive du Français* avec 400 activités (niveau intermédiaire), CLE International, SEJER, 2004.

Reference book

Odile Grand-Clément, *Civilisation en dialogues*, niveau débutant, CLE International, 2007.

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | 2 | | | | |
| CO3 | | | | 4 | | |
| CO4 | | | | 4 | | |
| CO5 | | | | 4 | | |
| <i>Mean</i> | | | | | | 3 |

It aims at strengthening the students' proficiency in writing. It helps the students in developing their skills in narrating, writing drafts and editing.

On successful completion of the course the student will be able to

- i. Relate the narration and dialogue
- ii. Rephrase the media communication and advertisement
- iii. Build his idea in French writings and rephrase it
- iv. Discover new recipes and give direction in French
- v. Appraise the CV, letter, covering letter

Unit 1 Raconter – le narrateur – le genre du récit – écrire un dialogue.

Unit 2 Communiquer – le communiqué de presse – le texte de publicité.

Unit 3 Ordonner ses idées – trouver un plan – introduire – conclure.

Unit 4 Expliquer – rédiger un mode d'emploi – rédiger une recette.

Unit 5 Écrire une lettre : officielle et amicale – le curriculum vitae – la demande d'emploi.

Text The course material will be provided by the course teacher.

Reference books

1. Sylvie Poisson-Quinton, Reine Mimran, *Compétences A2 Expression écrite* Niveau 2, CLE/SEJER, 2006.

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | 2 | | | | |
| CO3 | | | 3 | | | |
| CO4 | | | | 4 | | |
| CO5 | | | | | 5 | |
| <i>Mean</i> | | | | | | 3 |

It aims at inculcating in the students a greater interest and appreciation of French films and also understand French culture. Viewing, discussing and analysing the films improve their conversational skills.

On successful completion of the course the student will be able to

- i. display knowledge of French directors and actors
- ii. narrate and interpret the story.
- iii. extend the knowledge on socio-cultural elements of France
- iv. appreciate and compare the contemporary movies
- v. compare and familiarize with French film festivals and other awards

Unit 1 : Au revoir les enfants , Kirikou et la sorcière

Unit 2 : Les choristes, Entre les murs

Unit 3 : Le huitième jour, Un cœur en hiver

Unit 4 : Bienvenue chez les Ch'tis, Ratatouille

Unit 5 : Les intouchables, 400 coups

Reference

Site: <http://www.cinemafrancais-fle.com/>

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | | 3 | | | |
| CO3 | | 2 | | | | |
| CO4 | | | | | 5 | |
| CO5 | | | | 4 | | |
| <i>Mean</i> | | | | | | 3 |

It aims on an eclectic holistic approach to French language acquisition, emphasized presentation of linguistic material in situation and the physical and affective participation of students in communicative interaction without the direct teaching of linguistic rules.

At the end of the course, students will be able to

- i. Narrate past events using past tense.
- ii. Give suggestions and do comparisons.
- iii. Justify reasons and know to accept/reject invitation.
- iv. Criticize or express disapproval.
- v. Offer compliments, advices and help.

Unit 1: Bonne fête, Laurent !

Unit 2: Si on partait....

Unit 3: Martine se fâche...

Unit 4: Elle est formidable !

Unit 5: Une petite ville bien tranquille.

Manuel: *Guy Capelle , Albert Raasch Avec Plaisir 1 (méthode de français), HACHETTE français langue étrangère, Paris 1986*

Reference

1. <http://enseigner.tv5monde.com/>
2. <http://www.lepointdufle.net/>

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | | 3 | | | 3 |
| CO3 | | | | 4 | | |
| CO4 | | | | | 5 | |
| CO5 | | | | | | |
| <i>Mean</i> | | | | | | 3.2 |

The aim of this module is to initiate the students to the art of translation through a lot of practical sessions and make them understand the underlying techniques.

On successful completion of the course the student will be able to

- i. identify and analyse different types of texts in French and in English
- ii. familiarize with commercial and technical terms in French and English
- iii. appreciate French proverbs and find their equivalent in their native language
- iv. find a solution while translating the different tenses and metaphors in French
- v. apply theories, methodologies and knowledge in their contextual translation.

Unit 1: Texte littéraire.

Unit 2: Texte commerciale.

Unit 3: Traduction des proverbes.

Unit 4: Traduction des métaphores.

Unit 5: Traduction des termes électroniques, L'analyse comparative des textes traduits.

Text The study material will be provided to the students by the course teacher.

Reference books

1. Delphine Chartier, Marie-Claude Lauga-Hamid, *Introduction à la traduction: méthodologie pratique* (anglais-français) français – anglais. Toulouse : Presses universitaires du Mirail, DL 1995
2. Michel Ballard, *La Traduction de l'anglais au français*, Nathan Université.1996

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | | | 3 | | | |
| CO2 | | 2 | | | | |
| CO3 | | | | | 5 | |
| CO4 | 1 | | | | | |
| CO5 | | | | | 5 | |
| <i>Mean</i> | | | | | | <i>3.2</i> |

FRS 3603

Le Roman français
(*French Novel*)

6Hr / 6Cr

The aim of this module is to initiate the students to the French literature with particular reference to French novels and tales of the great authors.

On successful completion of the course the student will be able to

- i. identify different genres of literary text in French
- ii. familiarize with writers of different centuries in French
- iii. Interpret and explain novels
- iv. Demonstrate knowledge of the history or culture of the French
- v. Analyse the structure and the content of the text

Unit 1 : Charles Perrault : Le petit chaperon rouge

Unit 2 : Voltaire : Candide

Unit 3 : Rousseau : Julie ou la nouvelle Héloïse

Unit 4 : Guy de Maupassant : Le papa de Simon

Unit 5 : Albert Camus : L'Etranger

Text Nicole Blondeau, Ferroudja Allouache, Marie-Françoise Né, *Littérature progressive du français* avec 600 activités, niveau débutant, CLE International, 2004.

Reference books / web sites

1. Geneviève Baraona, *Littérature en dialogues*, (niveau intermédiaire) CLE International, 2005.
2. Site : a) <http://www.la-litterature.com/>
b) <http://www.larousse.fr/encyclopedie/divers/litterature/>

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | | 2 | | | | |
| CO2 | | 2 | | | | |
| CO3 | | | | 4 | | |
| CO4 | | | | | 5 | |
| CO5 | | | | 4 | | |
| <i>Mean</i> | | | | | | 3.4 |

The aim of this module is to sensitize the students to the French commercial vocabulary.

On successful completion of the course the student will be able to

- i. Recall the basic facts regarding business
- ii. Classify the vocabulary related to office
- iii. Construct the business time table
- iv. Classify the business etiquette
- v. Evaluate the business lifestyle

Unit 1 : Premiers contacts

Unit 2 : Objets – Bureau

Unit 3 : Emploi du temps

Unit 4 : Voyage – Travail

Unit 5 : Problèmes –Tranches de vie

Text The course material will be provided by the course teacher.

Reference book / web site

1. Jean-Luc Penformis, (Débutant) *Méthode de français professionnel et des affaires*
CLE International, VUEF-Paris, 2003
2. Site: <http://www.francais.cci-paris-idf.fr/francais-de-specialite-monde-des-affaires/>

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | 2 | | | | |
| CO3 | | | 3 | | | |
| CO4 | | | | 4 | | |
| CO5 | | | | | 5 | |
| <i>Mean</i> | | | | | | 3 |

It aims at making the students listen to French songs and music from different periods of the French culture and the French society. It aims at ameliorating their listening comprehension. It helps them understand and appreciate the different genres in French music from earlier period to the contemporary period. It enhances their overall comprehension of the French music.

On successful completion of the course the student will be able to

- vi. Recognise French music and songs.
- vii. Infer and relate music from different periods of French culture and society.
- viii. differentiate music and songs by different singers and musicians.
- ix. identify and appreciate different genres in French music.
- x. discover the francophone songs and their style of writing.

Unit 1: Introduction à la chanson française

Unit 2: Chants populaires et traditionnels

Unit 3: Grands poètes – souches – Baudelaire, Verlaine et Rimbaud (album Les Chansons d'Aragon)

Unit 4: Les révolutions des années 1950(Charles Aznavour, Barbara, Gilbert Bécaud, Georges Brassens, Jacques Brel, Léo Ferré, Serge Gainsbourg)

Unit 5: Quelques chansons emblématiques et hétéroclites de la décennie et chansons francophones.

Text The course material will be provided by the course teacher.

Reference

- 3. <http://enseigner.tv5monde.com/themes/chanson>
- 4. <http://www.lepointdufle.net/chansons.htm>
- 5. <http://chansons-fr.com/>
- 6. <http://www.musique-de-la-semaine.eu/index.html>

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating | |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|---|
| CO1 | | | 3 | | | | |
| CO2 | | | 3 | | | | |
| CO3 | 1 | | | | | | |
| CO4 | | | | 4 | | | |
| CO5 | | | | 4 | | | |
| <i>Mean</i> | | | | | | | 3 |

This course concentrates on the important poets, representatives of the prominent movements in the history of French literature. It aims at developing the students' analytical skills and linguistic proficiency by exposing them to the theme, rhythm, musicality and form of the poems of the eminent poets and helps them to understand the culture and appreciate them.

On successful completion of the course the student will be able to

- i. Remember and recall the important poets and their movements in French literature.
- ii. appreciate French poems and figures of speech.
- iii. Interpret and explain poems using analytical skills and linguistic proficiency.
- iv. identify the theme, rhythm and musicality of French poems.
- v. Compare and contrast the differences in culture by reading French poems.

Unit 1: Pierre de Ronsard : Ode à Cassandre – à Hélène

Unit 2 : La Fontaine : La cigale et la fourmi – le loup et l'agneau

Unit 3 : Victor Hugo : Demain, dès l'aube – Rêverie

Unit 4 : Guillaume Apollinaire : Le pont Mirabeau – La montre et la cravate

Unit 5 : Jacques Prévert : Déjeuner du matin – Le cancre

Text Nicole Blondeau, Ferroudja Allouache, Marie-Françoise Né, *Littérature progressive du français avec 600 activités, niveau débutant*, CLE International, 2004

Reference books / web sites

1. Geneviève Baraona, *Littérature en dialogues, (niveau intermédiaire)*, CLE International, Paris, 2005.
2. Site : a) <http://www.la-litterature.com/>
b) <http://www.larousse.fr/encyclopedie/divers/litterature/>
3. André O. Hurtgen, *Tous Les Poèmes pour le cours avancé 2nd Edition*, Longman, New York & London, 1998

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | | | 3 | | | |
| CO2 | | 2 | | | | |
| CO3 | | | 3 | | | |
| CO4 | | | | 4 | | |
| CO5 | | | | 4 | | |
| <i>Mean</i> | | | | | | 3.2 |

It exposes the students to the theatre culture in the different periods of French literary history. It helps them to understand the socio-historical background and the French culture. This course examines the French theatre through the works of major playwrights such as Marivaux, Beaumarchais, and Eugene Ionesco.

On successful completion of the course the student will be able to

- i. identify French major playwrights such as Molière, Beaumarchais, and Eugene Ionesco.
- ii. explore how French theatre has evolved through different periods of French literary history
- iii. classify different genres/movements of French theatre found in each century: beginning from 17th century to 20th century.
- iv. summarize and paraphrase French plays.
- v. analyze the styles of different playwrights and the socio-historical background of French culture.

| | | |
|-------------------------|---|--------------------------------|
| Unit 1 : Molière | : | L'avare |
| Unit 2 : Beaumarchais | : | Le Barbier de Séville |
| Unit 3 : Victor Hugo | : | Hernani |
| Unit 4 : Marivaux | : | Le jeu de l'amour et du hasard |
| Unit 5 : Eugene Ionesco | : | La leçon (Extrait) |

Text Nicole Blondeau, Ferroudja Allouache, Marie-Françoise Né, *Littérature Progressive du français avec 600 activités, niveau débutant*, CLE International, Paris, 2004.

Reference book

1. Geneviève Baraona, *Littérature en dialogues, (niveau intermédiaire)*, CLE International, Paris, 2005.

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | | 2 | | | | |
| CO2 | | | | 4 | | |
| CO3 | | 2 | | | | |
| CO4 | | | 3 | | | |
| CO5 | | | | 4 | | |
| <i>Mean</i> | | | | | | 3 |

The aim of this module is to present a view on Today's French Society. It includes a general study of France Today with special emphasis on topics such as French culture, French political and educational system.

On successful completion of the course the student will be able to

- i. familiarize and list the current affairs of France.
- ii. explore French people's mindset regarding family life, politics, sports, education etc.
- iii. explain French political and educational system and how it structures the rest of the French society.
- iv. compare and appreciate the Indian and French cultures.
- v. utilise the information if they decide to pursue their higher studies in France.

Unit 1 : En famille.

Unit 2 : Le système éducatif.

Unit 3 : La vie politique.

Unit 4 : La vie professionnelle.

Unit 5 : Le sport.

Text Ross Steele, *Civilisation Progressive du Français* avec 400 activités (niveau intermédiaire), CLE International, SEJER, 2004

Reference book

Odile Grand-Clément, *Civilisation en dialogues*, niveau débutant, CLE International, 2007

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | | | 4 | | |
| CO3 | | 2 | | | | |
| CO4 | | | | | 5 | |
| CO5 | | | 3 | | | |
| <i>Mean</i> | | | | | | 3 |

This module consists of six thematic units related to hotel industry, tourism, receiving guests, travel agencies catering services, hotel correspondence and hospitality. It concentrates on the linguistic components with precise grammatical structures and the specific terms used in the profession. The thrust is on developing the oral skills and training for practical sessions of interacting with the tourists.

It aims at familiarizing the students with all facets of tourism and developing their proficiency to become professional and help them to speak like a native speaker.

On successful completion of the course the student will be able to

- i. Recall the purpose of hotel industry and tourism.
- ii. Prepare and demonstrate hospitality.
- iii. Use and apply linguistic components with precise grammatical structures used by professionals in hotel industry.
- iv. Apply oral skills used in travel agencies and catering services.
- v. Build interaction with the tourists.

Unit1: Bienvenue à l'hôtel de la Paix

Unit 2: Réservation

Unit 3: Accueil et Services

Unit 4: Réclamations

Unit 5: Guide

Text Sophie Corbeau, Chantal Dubois, Jean-Luc Penfornis, Laurent Semichon, *Hôtellerie /Restauration.com*(Livre de l'élève) *Méthode de français de l'hôtellerie et delarestauration*, CLE International, Paris, 2006.

Reference

1. *Claude Peyrouet, La France touristique, Editions Nathan, Paris, 1995.*

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | | 3 | | | |
| CO3 | | | 3 | | | |
| CO4 | | | | | 4 | |
| CO5 | | | | | 4 | |
| <i>Mean</i> | | | | | | <i>3</i> |

This module deals with the eco-consciousness in France - the nurturing of the flora and fauna, protection of wild life and the eco-friendly activities of the French.

It aims at initiating the students to the French eco-consciousness and the methods followed in France to save the earth.

On successful completion of the course the student will be able to

- i. Classify the purpose of environmental studies;
- ii. interpret the agriculture in France and in India;
- iii. discuss the state of wildlife in France and in India;
- iv. identify the methods followed for protection of wildlife; and
- v. compare and contrast the eco friendly activities and eco consciousness in France and in India.

Unit 1 : Ecology in France.

Unit 2 : The Flora.

Unit 3 : The Fauna.

Unit 4 : The protection of wild life.

Unit 5 : French eco-consciousness.

Text

The study material will be provided to the students by the course teacher.

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating | |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|---|
| CO1 | | 2 | | | | | |
| CO2 | | 2 | | | | | |
| CO3 | | | | 4 | | | |
| CO4 | | | 3 | | | | |
| CO5 | | | | 4 | | | |
| <i>Mean</i> | | | | | | | 3 |

French – Part – I

FRE/FRS 1203

GENERAL FRENCH – I

3hr / wk: 2cr

This course aims to develop the students’ proficiency in the four basic skills of listening, speaking, reading and writing French, with equal thrust on vocabulary building and cultural awareness.

COURSE OUTCOME

Upon successful completion of this course the students will be able to

- i. Communicate fluently using the four basic language skills of speaking, reading, writing and listening.
- ii. classify different sounds and accents unique to the French language
- iii. apply their vocabulary and grammar skills by understanding the structures of the language
- iv. Appreciate the beauty of the language learning to speak and write with fluency and accuracy in every day situation.
- v. Familiarize with the French culture and society.

- | | |
|--------|---|
| Unit 1 | Bonjour : Saluer - Épeler en français - Se présenter- La Francophonie |
| Unit 2 | Bonne journée : Demander et dire l’identité - Fiche d'inscription |
| Unit 3 | Bon weekend : Parler de ses goûts - Décrire quelqu’un - Une famille française |
| Unit 4 | Bonne fête : Prendre rendez-vous - Donner des conseils - se situer -localiser- Les fêtes françaises |
| Unit 5 | Bon appétit : Situations pratiques au restaurant - Les repas français |

Manual:

A. Chinnadurai Pandian, B. Vijaya, G. Victor Packiyaraj, A. Josephine Dheena, S. Sountharya, **Les Bons Pas**, Department of French, The American College, Madurai, 2017.

Grammar book for reference :

3. Évelyne SIRÉJOLS, Giovanna TEMPESTA, *Grammaire 450 nouveau exercices*. (niveau débutant), CLE International, 2012.

Dictionaries:

1. Bilingual: **The Concise Oxford-Hachette French Dictionary**
2. Monolingual French: **Le Petit Robert**.

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | | 2 | | | | |
| CO2 | | | | 4 | | |
| CO3 | | | 3 | | | |
| CO4 | | | 3 | | | |
| CO5 | | 2 | | | | |
| <i>Mean</i> | | | | | | 2.8 |

This course aims to develop communicative competence of the students in French, to create cultural awareness, to promote autonomy in learning French

COURSE OUTCOME

Upon successful completion of the course, the students will be able to

- i. practice their linguistic skills by a deeper understanding of the language structure and the vocabulary.
- ii. Apply the language skills on a range of everyday situations.
- iii. recognize routine information and get a grasp of the practical life in France.
- iv. appreciate the cultural background of France
- v. compare the difference between formal and informal writing using appropriate format

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|--------|---|
| Unit 1 | Bonne soirée : Proposer une sortie - Accepter, refuser la proposition – Le divertissement – Jeu de rôle |
| Unit 2 | Bons achats: Faire les courses - Demander le prix – Commander - Payer- Les grands magasins, Raconter un souvenir – Conversation. |
| Unit 3 | Bon voyage : Réserver des billets - Demander des renseignements - Les villes importantes en France, Raconter au passé (Expression écrite) |
| Unit 4 | Bon courage : Raconter la vie quotidienne – Les jeux et les sports – Expression orale |
| Unit 5 | Bonne chance : Le système de l'éducation, Parler de ses études. |

Manual:

A. Chinnadurai Pandian, B. Vijaya, G. Victor Packiyaraj, A. Josephine Dheena, S. Sountharya, **Les Bons Pas**, Department of French, The American College, Madurai, 2017.

Grammar book for reference :

1. Évelyne SIRÉJOLS, Giovanna TEMPESTA, *Grammaire 450 nouveau exercices*. (niveau débutant), CLE International, 2012.

Dictionaries:

1. Bilingual: **The Concise Oxford-Hachette French Dictionary**
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| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | | 2 | | | | |
| CO2 | | | | 4 | | |
| CO3 | | | 3 | | | |
| CO4 | | | 3 | | | |
| CO5 | | 2 | | | | |
| <i>Mean</i> | | | | | | 2.8 |

This course aims to improve the grammar and writing skills and to give an introduction to the French civilisation and literature.

COURSE OUTCOME

Upon successful completion of this course the students will be able to

- vi. Use the direct and indirect object pronouns and to write a recipe in French.
- vii. Write sentences using prepositional pronouns.
- viii. Narrate a past event using simple past and past continuous
- ix. Appreciate a French poem and to communicate a past in past action.
- x. Write a résumé of a poem and to use the future tense.

Unit 1 Soupe à l'oignon – Les Pronoms Compléments d'Objet – Une recette française.

Unit 2 Jeanne d'arc – Les Pronoms Compléments Prépositionnels

Unit 3 Grandes écoles – Les Temps du Passé I – Raconter un évènement passé.

Unit 4 Déjeuner du matin - Les Temps du Passé II

Unit 5 Demain dès l'aube – Les Temps du Futur

Text:

The course material will be provided by the course teacher.

Reference Books:

4. Nathalie BIÉ, Philippe SANTINAN, *Grammaire pour adolescents 250 exercices.* (niveau intermédiaire), CLE International, 2006.
5. Denis C. Meyer, *Clés pour la France en 80 Icônes Culturelles*, Hachette, Paris, 2010.

| | K1 Remembering | K2 Understanding | K3 Applying | K4 Analyzing | K5 Evaluating | K6 Creating |
|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | | 3 | | | |
| CO3 | | 2 | | | | |
| CO4 | | | | 4 | | |
| CO5 | | | | | 5 | |
| <i>Mean</i> | | | | | | 3 |

This course aims to develop the written communication skills of the students in French and give an introduction to the French culture and literature.

Objectives:

Upon successful completion of the course, the students will be able to

- i. Prepare one's Curriculum Vitae in French
- ii. Utilise the simple relative pronouns.
- iii. Write an informal invitation and describe a monument in France.
- iv. appreciate XIX century French literature
- v. Write an informal letter and to summarize a French fable.

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|--------|--|
| Unit 1 | Fromage – Les Pronoms relatifs simples I - CV |
| Unit 2 | Napoléon - Les Pronoms relatifs simples II |
| Unit 3 | La Tour Eiffel – Les Pronoms possessifs et Démonstratifs – Une invitation. |
| Unit 4 | Une calligramme de Guillaume Apollinaire – Le mode Conditionnel |
| Unit 5 | Une fable de La Fontaine – Le système hypothétique – Une Lettre |

Text:

The course material will be provided by the course teacher.

Reference Books:

3. Nathalie BIÉ, Philippe SANTINAN, *Grammaire pour adolescents 250 exercices*. (niveau intermédiaire), CLE International, 2006.
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|-------------|-------------------|---------------------|----------------|-----------------|------------------|----------------|
| CO1 | 1 | | | | | |
| CO2 | | | 3 | | | |
| CO3 | | 2 | | | | |
| CO4 | | | | 4 | | |
| CO5 | | | | | 5 | |
| <i>Mean</i> | | | | | | 3 |