

GOA UNIVERSITY
Department of French and Francophone Studies
Syllabus of B.A. French General Programme as per CBCS w.e.f. 2018-2019

FIRST YEAR

| CATEGORY | COURSE CODE | COURSE TITLE | CREDIT |
|-----------------|--------------------|--|---------------|
| DSC 1A | FFC 101 | French Phonetics and Oral expression 1 | 4 |
| DSC 1B | FFC 102 | French Phonetics and Oral expression 2 | 4 |
| GE 1 | FFG 101 | Basic French Language 1 | 4 |
| GE 2 | FFG 102 | Basic French Language 2 | 4 |

SECOND YEAR

| CATEGORY | COURSE CODE | COURSE TITLE | CREDIT |
|-----------------|--------------------|------------------------------------|---------------|
| DSC 1C | FFC 103 | French through Creative Activities | 4 |
| DSC 1D | FFC 104 | French for Hotel and Tourism | 4 |
| GE 3 | FFG 103 | Intermediate French Language1 | 4 |
| GE 4 | FFG 104 | Intermediate French Language2 | 4 |

Programme: F.Y. B. A. (French)

Course Code: FFC 101

Title of the Course: French Phonetics and Oral Expression 1

Number of Credits: 4

Effective from AY: 2018-19

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| <u>Prerequisites for the course:</u> | Any student pursuing First year undergraduate programme in French at Goa University is eligible to take the course as a core paper. | |
| <u>Objective:</u> | <p>The main aim of this introductory course is to improve students' pronunciation of Standard French through systematic description and practice of the sound system. Students will learn the articulatory features of speech production and techniques for improving their own pronunciation. The course is designed for students who need to improve their pronunciation, auditory discrimination, oral expression and aural comprehension in order to continue developing their French skills.</p> <p>They will gradually be introduced to the basic linguistic terminology of articulatory phonetics and to the workings of the International Phonetic Alphabet.</p> <p>Theoretical material is reinforced through practical oral, listening, and written exercises.</p> | |
| <u>Content:</u> | <p>Basic linguistic material to be learned includes relevant symbols of the International Phonetic Alphabet, speech organs, place and manner of articulation, and syllabification. Treated elements of the French sound system include intonation, rhythmic patterns, stress, liaison, oral and nasal vowels, the e muet, semi-vowels, and consonants.</p> <p>Module 1- Introduction- Phonetics and Phonology, phonetic alphabet, International Phonetic Alphabet (IPA) Articulation phonetics: the organs of speech and their functions 15hours</p> <p>Module 2- Presentation of vowels, Basic rules of pronunciation, Articulating vowels 15hours</p> <ul style="list-style-type: none"> ▪ [ə/e/ɛ] & [ɛ/a/ɑ] ▪ [ø/œ] & [o/ɔ] ▪ [i/y/u] & semi-vowels ▪ nasal vowels <p>Module 3 - Presentation of consonants, Basic rules of pronunciation, silent final consonants, liaisons & syllabification, silent “e”, Articulating consonants, 15hours</p> <ul style="list-style-type: none"> ▪ [ʁ/l] ▪ other consonants <p>Module 4 - Prosody: stress, vowels' duration, fluency, rhythm and intonation 15hours</p> | |
| <u>Pedagogy:</u> | The course will feature a strong audio media component. In addition to written work students will record pronunciation exercises and turn in the audio files they create as part of their homework credit. Class time will be spent reinforcing concepts introduced in readings and applying this knowledge through pronunciation exercises in collective and small group settings. Course taught in French | |

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| <p><u>References/</u> <u>Readings</u></p> | <p>BIBLIOGRAPHY</p> <ol style="list-style-type: none"> 1. ABRY D. CHALARON. M-L. (2010) Les 500 exercices de phonétique A1/A2, Hachette, Paris 2. CARTON, F. (1974). Introduction à la phonétique du français, Paris, Bordas. 3. CASSARD, D. (1993-1994). Méthodologie de la correction phonétique, Cours destiné à la formation du Prof-Clef, Centre de Linguistique Appliquée de Besançon, France. 4. CHAMPAGNE-MUZART, C. et BOURDAGES, J. S. (1993). Le point sur la phonétique en didactique des langues, Anjou, Centre éducatif et culturel. 5. DELL, F (1970). Les règles phonologiques tardives et la morphologie dérivationnelle du français, Ph. D. Diss., MIT, inédit. 6. FLAUX, N <i>La Grammaire</i>, coll. Que sais-je ? P.U.F., Paris, 1993 7. LEBEL, J. G. (1987). « Le conditionnement phonétique, l'enjeu d'une nouvelle pédagogie en correction phonétique », <i>Revue de Phonétique Appliquée</i> 1987, pp. 183-189. 8. MARCHAL, A. (1980). Les sons et la parole, Montréal, Guérin. 9. MARTIN, P. (1985). « La description phonologique», <i>La linguistique</i>, Paris, pp. 159-175. 10. WIOLAND F. (2005) <i>La vie sociale des sons du Français</i>. L'Harmattan. <p>WEBSITES</p> <ol style="list-style-type: none"> 1. https://archive.org/details/Fsi-IntroductionToFrenchPhonology-Audio/Fsi-FrenchPhonology-Chapter011.1.mp3 2. http://recitatio.blogspot.com/2010/01/vive-voix-anthologie-sonore-de-la.html 3. http://www.litteratureaudio.com 4. http://post.queensu.ca/~lessardg/Cours/215/chap2.html 5. http://www.linguistes.com/phonetique/varexterne.html | |
| <p><u>Learning</u> <u>Outcomes</u></p> | <p>At the end of the course, students will be able</p> <ul style="list-style-type: none"> ● to comprehend the International Phonetic Alphabet (IPA) and correctly read a vocabulary transcription in the API ● to know the difference between the phonetic system of English and that of French, and be able to use this knowledge to correct their pronunciation in the foreign language; ● to know the key phonetic concepts (syllable, rhythmic group, accent, open/closed syllable, place of articulation, assimilation, inter-word connections, etc.), and uses them in the analysis of a given example with a view to determining transcription/ proper pronunciation of a word or entire text; ● to develop strategies for aural comprehension. | |

Programme: F.Y. B. A. (French)

Course Code: FFC 102

Title of the Course: French Phonetics
and Oral Expression 2

Number of Credits: 4

Effective from AY: 2018-19

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| Prerequisites for the course: | Any student pursuing First year undergraduate programme in French at Goa University is eligible to take the course as a core paper. | |
| Objective: | The main aim of this course is to reinforce oral competences of the students. It is designed to elevate aural comprehension, to improve and perfect the student's pronunciation of Modern Standard French, Students will learn the articulatory features of speech production and ways in which to correct and enhance their oral production. | |
| Content: | <p>Phonological rules, dialectal variation and historical changes in the language, register effects and literary pronunciations, syllabic and metrical structure, liaison, intonation, and prosody, as well as the relationship between orthography and spoken language.</p> <p>Besides improving the pronunciation and intonation of the learner, the teacher will reinforce certain linguistic structures, themes and situations already seen in part 1 with the help of the following exercises.</p> <p>Module 1- Specific Phenomena -Positions of syllables -Rapports consonnes/Voyelles -(ə) instable -The French 'h': pronounced / silent -<i>liaisons and enchaînements</i></p> <p>Module 2- Exercises: structured exercises tailored to the student's level that focus on Repetition and drills, reinforcement phonics sounds, exercises on auditory discrimination, fill in the gaps.</p> <p>Module 3- Phonological variations in French The French spoken today in France: Different regional accents Accents from other francophone countries.</p> <p>Module 4- Phonics games, rymes and role plays</p> | <p>15hours</p> <p>15hours</p> <p>15hours</p> <p>15hours</p> |
| Pedagogy: | The course will feature a strong audio media component. In addition to written work students will record pronunciation exercises and turn in the audio files they create as part of their homework credit. Class time will be spent reinforcing concepts introduced in readings and applying this knowledge through pronunciation exercises in collective and small group settings. Course taught in French | |
| References/Readings | BIBLIOGRAPHY 1. ABRY D. CHALARON. M-L. (2010) Les 500 exercices de phonétique A1/A2, Hachette, Paris 2. CARTON, F. (1974). Introduction à la phonétique du français, | |

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| | <p>Paris, Bordas.</p> <ol style="list-style-type: none"> 3. CASSARD, D. (1993-1994). Méthodologie de la correction phonétique, Cours destiné à la formation du Prof-Clef, Centre de Linguistique Appliquée de Besançon, France. 4. CHAMPAGNE-MUZART, C. et BOURDAGES, J. S. (1993). Le point sur la phonétique en didactique des langues, Anjou, Centre éducatif et culturel. 5. DELL, F (1970). Les règles phonologiques tardives et la morphologie dérivationnelle du français, Ph. D. Diss., MIT, inédit. 6. FLAUX, N La Grammaire, coll. Que sais-je ?, P.U.F., Paris, 1993 7. LEBEL, J. G. (1987). « Le conditionnement phonétique, l'enjeu d'une nouvelle pédagogie en correction phonétique », Revue de Phonétique Appliquée 1987, pp. 183-189. 8. MARCHAL, A. (1980). Les sons et la parole, Montréal, Guérin. 9. MARTIN, P. (1985). « La description phonologique », La linguistique, Paris, pp. 159-175. 10. WIOLAND F. (2005) La vie sociale des sons du Français. L'Harmattan. <p>WEBSITES</p> <ol style="list-style-type: none"> 1. https://archive.org/details/Fsi-IntroductionToFrenchPhonology-Audio/Fsi-FrenchPhonology-Chapter011.1.mp3 2. http://recitatio.blogspot.com/2010/01/vive-voix-anthologie-sonore-de-la.html 3. http://www.litteratureaudio.com 4. http://post.queensu.ca/~lessardg/Cours/215/chap2.html 5. http://www.linguistes.com/phonetique/varexterne.html | |
| <p><u>Learning Outcomes</u></p> | <p>At the end of the course, students will be able to</p> <ul style="list-style-type: none"> ● discern and produce typically French rhythmic patterns, ● improve accuracy with linking and liaisons, ● acquire a systematic understanding of the French vowel and consonant systems (i.e., students will be able accurately to describe and therefore reproduce the formation of each vowel and consonant sound), make distinctions based on register (formal/informal situations), and ● gain detailed knowledge of patterns of elision with the “unstable” e. | |

Programme: F.Y.B. A.

Course Code: FFG 101

Title of the Course: Basic French
Language 1

Number of Credits: 4

Effective from AY: 2018-19

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| <u>Prerequisites for the course:</u> | Any student pursuing First year undergraduate programme at Goa University is eligible to take the course as an elective paper. | |
| <u>Objective:</u> | <p>This course introduces students to General French. It aims, firstly, at developing</p> <ul style="list-style-type: none"> • an ability to understand and communicate (read, write, speak and understand) in elementary French in basic situations <p>Secondly, it aims at laying the foundation and developing</p> <ul style="list-style-type: none"> • personal learning skills and strategies in foreign language learning • use of different media for course related tasks (dictionaries, internet) | |
| <u>Content:</u> | <p>Units 1,2,3 of Méthode de Français Panorama 1, will be the syllabus for Semester 1 Or Units 1,2,3,4 of Version Originale 1</p> <p>Module 1-Oral Skills- Listening and spoken interaction + production Listening comprehension of based on the units Pronunciation, greetings, spelling in French, introducing yourself, stating nationality and profession, describing personality traits, asking yes/no questions, answering negatively, expressing ownership, talking about family, requesting, describing people and things, saying what you are going to do.</p> <p>Module 2- Reading Skills Consulting a dictionary, applying reading strategies, reading for understanding</p> <p>Module 3- Writing Skills Short compositions on self and environment, Writing short messages, post cards</p> <p>Module 4- Grammar and vocabulary Articles, genders, personal pronouns, être and avoir verbs, present tense, agreement of adjectives, question words, possessive adjectives, the imperative, place of adjectives, aller verb, prepositions of place, near future tense, numbers</p> | <p>15hours</p> <p>15hours</p> <p>15hours</p> <p>15hours</p> |
| <u>Pedagogy:</u> | Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual). | |

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| | Exercises in task setting and fulfilling. | |
| | Course taught in French | |
| <u>References/ Readings</u> | <p>PRESCRIBED TEXT BOOK : Panorama 1 / Version Originale 1</p> <p>BIBLIOGRAPHY</p> <p>Textbooks</p> <ol style="list-style-type: none"> 1. Panorama 1, CLE by Jacky Girardet and Jean-Marie Cridlig 2. VERSION ORIGINALE, Méthode de français, Student's Book, (sold with CD and DVD), Paris, Éditions Maison des langues. 3. VERSION ORIGINALE, Méthode de français, A French Course for English Speakers, Workbook, Paris, Éditions Maison des langues. 4. Echo A1. CLE Internationale 5. GRÉGOIRE M., Grammaire progressive du français : niveau débutant, CLE. 6. ROWLINSON et al., Oxford Paperback French Dictionary & Grammar, OUP. 7. A Propos A1, PUG 8. Saisons1 Niveau A1, Didier 9. Alter Ego 1, Hachette 10. Connexions 1, Didier 11. Compréhension écrite A1, CLE 12. DELF A1 200 activités, CLE 13. Grammaire progressive du français-Débutant, CLE | |
| <u>Learning Outcomes</u> | <p>At the end of the course, students will be expected to demonstrate their ability to use basic French structure and vocabulary, in particular</p> <ul style="list-style-type: none"> • understand and produce simple texts in French (postcards, basic compositions on self and environment) • communicate in basic situations of communication • understand and answer simple questions • understand and respond to simple instructions | |

Programme: F.Y.B. A.

Course Code: FFG 102

Title of the Course: Basic French
Language 2

Number of Credits: 4

Effective from AY: 2018-19

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| <u>Prerequisites for the course:</u> | Any student pursuing First year undergraduate programme at Goa University is eligible to take the course as an elective paper. | |
| <u>Objective:</u> | This course introduces students to General French. It aims, firstly, at developing <ul style="list-style-type: none"> • an ability to understand and communicate (read, write, speak and understand) in elementary French in basic situations Secondly, it aims at laying the foundation and developing <ul style="list-style-type: none"> • personal learning skills and strategies in foreign language learning • use of different media for course related tasks (dictionaries, internet) | |
| <u>Content:</u> | Units 4, 5, 6 of Méthode de Français Panorama 1, will be the syllabus for Semester 2 Or Units 5, 6, 7, 8 of Version Originale 1 Module 1- Oral Skills- Listening and spoken interaction + production Listening comprehension of based on the units Making contact, Greetings, Expressing likes and dislikes, Describing people, Talking about the family, Asking and giving personal information, Talking about leisure activities and jobs Module 2- Reading Skills Consulting a dictionary, Applying reading strategies, reading for understanding Module 3- Writing Skills Short compositions on self and environment, Writing short messages, post cards Module 4- Grammar and vocabulary Articles, genders, personal pronouns, être and avoir verbs, present tense, agreement of adjectives, question words, possessive adjectives, the imperative, place of adjectives, aller verb, prepositions of place, near future tense, numbers | 15hours 15hours 15hours 15hours |
| <u>Pedagogy:</u> | Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual) .Exercises in task setting and fulfilling | |
| <u>References/Readings</u> | PRESCRIBED TEXT BOOK : Panorama 1 / Version Originale 1 BIBLIOGRAPHY | |

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| | <p>Textbooks</p> <ol style="list-style-type: none"> 1. Panorama 1, CLE by Jacky Girardet and Jean-Marie Cridlig 2. VERSION ORIGINALE, Méthode de français, Student's Book, (sold with CD and DVD), Paris, Éditions Maison des langues. 3. VERSION ORIGINALE, Méthode de français, A French Course for English Speakers, Workbook, Paris, Éditions Maison des langues. 4. Echo A1. CLE Internationale 5. GRÉGOIRE M., Grammaire progressive du français : niveau débutant, CLE. 6. ROWLINSON et al., Oxford Paperback French Dictionary & Grammar, OUP. 7. A Propos A1, PUG 8. Saisons I Niveau A1, Didier 9. Alter Ego 1, Hachette 10. Connexions 1, Didier 11. Compréhension écrite A1, CLE 12. DELF A1 200 activités, CLE 13. Grammaire progressive du français-Débutant, CLE | |
| <p><u>Learning Outcomes</u></p> | <p>At the end of the course, students will be expected to demonstrate their ability to use basic French structure and vocabulary, in particular</p> <ul style="list-style-type: none"> • understand and produce simple texts in French (postcards, basic compositions on self and environment) • communicate in basic situations of communication • understand and answer simple questions • understand and respond to simple instructions | |

Programme: S.Y. B. A. (French)

Course Code: FFC 103

Title of the Course: French through creative activities

Number of Credits: 4

Effective from AY: 2018-19

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| Prerequisites for the course: | Any student pursuing Second year undergraduate programme in French at Goa University is eligible to take the course as a core paper. | |
| Objective: | <p>The course aims at improving the quality of comprehension and expression in the French language through activities inspired from a variety of texts- literary as well as non-literary. Student will be encouraged to manipulate and enrich vocabulary and they will be introduced to collaborative writing.</p> <p>This course introduces students to different modes of proposing and furthering a point of view or argument (whether in a critical essay, through dramatic metaphor, or in plays or short stories). Great attention is paid, through extensive written work, to questions of interpretation as well as to the logical and coherent development of reading and writing skills leading to correct and effective expression in French.</p> | |
| Content: | <p>Module 1- Word play and Creativity. Jeux de mots, catégories et oppositions, familles de mots Jeux surréalistes, associations libres, récits collectifs Ecrire avec des contraintes littéraires. Calligrammes et haikus</p> <p>Module 2-Art of Brevity Maxims, witticisms, aphorisms, proverbs, adages, idioms, idiomatic expressions, slogans, graffiti, telegrams, titles, captions, catch phrases etc.</p> <p>Module 3 - Literary twist- Readings from classic literary texts followed by creative rewritings of the text. Detournements littéraires Ecrire à la manière de Small theatre sketches and adaptations</p> <p>Module 4-Collaborative writing A creative group mini-project. Choice from... A short-story A play A comic strip(BD) A photo-roman</p> | <p>15hours</p> <p>15hours</p> <p>15hours</p> <p>15hours</p> |
| Pedagogy: | Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual).Creative activities in and outside class-room. Exercises in task setting and fulfilling. | |

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| | Course taught in French | |
| <u>References/Readings</u> | <p>BIBLIOGRAPHY</p> <ol style="list-style-type: none"> 1. Yaiche, Francis.(2002) Photos-Expresssions, Hachette livre 2. Weiss Francois.(2002) Jouer, Communiquer, Apprendre, Hachette livre 3. Cadet et al (1998) La communication par l’image, Nathan <p>WEBSITES</p> <ol style="list-style-type: none"> 1. http://eacwp.org/tu-veux-ecrire-a-documentary-on-creative-writing/ 2. http://neuviemart.citebd.org/spip.php?article523 3. http://www.aidenligne-francais-universite.auf.org/spip.php?rubrique105 4. http://www.franparler-oif.org/la-bande-dessinee-en-classe-de-fle/ 5. http://theatreinstantpresent.org/theatre-social/formation-exercices-improvisation/#Imaginaire verbal 6. http://upstagerewiew.org/ImprovArticles/starters.pdf 7. https://www.theatrefolk.com/spotlights/the-two-person-scene 8. http://mapage.noos.fr/r.ferreol/langage/archiduchesse.html 9. http://www.dramaction.qc.ca/fr/improvisation/themes-dimprovisation/j/ | |
| <u>Learning Outcomes</u> | <p>By the end of the course students will be able to:</p> <ul style="list-style-type: none"> ● Understand the Art of brevity and write concise, expressive, grammatical French. ● Creatively express themselves through a wide range of literary and non-literary texts, ● Adapt and rewrite classics to include a different ending or with a literary twist ● Create an original work. | |

Programme: S.Y.B. A. (French)

Course Code: FFC 104

Title of the Course: French for Hotel and Tourism

Number of Credits: 4

Effective from AY: 2018-19

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| <u>Prerequisites for the course:</u> | Any student pursuing Second year undergraduate programme in French at Goa University is eligible to take the course as a core paper. | |
| <u>Objective:</u> | <p>This course lays emphasis on oral and written communication specific to the tourism industry, as well as the “savoir-faire” in a customer service job: entertainment, catering and reception. It has been designed to ensure that theoretical knowledge goes hand in hand with a practical understanding of the major activities in the tourism industry.</p> <p>The main aim is to introduce students to</p> <ul style="list-style-type: none"> ● Hotel business: hotel reception, contacts in the tourist industry, different forms of mail from customers ● The travel agency: the tourism officer and his place of work, ticket selling, packages, customer advice and follow-up ● Tourism in France/Local tourism: working from a brochure, providing practical information: directions, prices, opening times, etc., explaining/describing the touring aspects of any Francophone country/India (monuments, sites, costumes, and gastronomy). <p>And equip. them with</p> <ul style="list-style-type: none"> ● Reception techniques: welcoming and providing information for visitors, cultural differences, making and changing an appointment ● Tour guide techniques: work of the tour guide, creation of an itinerary and a town tour, map reading, organization of a trip, organization of a stay, creation of a circuit. ● Telephone relations: introducing oneself, making a phone call or asking a caller to wait, taking a message, taking appointments and reservations, changing appointments and reservations. | |
| <u>Content:</u> | <p>Module 1- Tourism Office- Informing and promoting the region. The tourism sector in France, Professionals in the field of tourism, badges and visiting cards, questionnaires and forms, tourist spaces, tourist activities, Tourist documents. Welcoming tourists, Giving directions to tourists, narrating anecdotes and curious facts.</p> <p>Module 2-Travel agency- Transporting tourists Types of Travel agencies and tours, tourist activities, Features of rental cars, Airport terminology and signage, announcements,</p> | <p>15hours</p> <p>15hours</p> |

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| | <p>pricing. Advising guests and selling trips and tours, Handling of cancellations, after-sales service, Managing guests, Giving instructions, explanations. Proposing solutions.</p> <p>Module 3- Hotels and cruises- Receiving guests Types of accommodation, description of hotel features and services, iconography, Professionals in hotels, restaurants and cruise liners, Instructions to tourists, Receiving guests, presenting the hotel and upselling its image, dealing with dissatisfied guests.</p> <p>Module 4- Restaurants- Taking care of guests Vocabulary related to the restaurant space, kitchen and F&B professionals, food items, their preparation, cuisine and ingredients, table service, kitchen and dining area equipment. Advising guests and taking orders, describing dishes, handling payments.</p> | <p>15hours</p> <p>15hours</p> |
| <p><u>Pedagogy:</u></p> | <p>Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual). Exercises in task setting and fulfilling. Course taught in French</p> | |
| <p><u>References/ Readings</u></p> | <p>BIBLIOGRAPHY</p> <ol style="list-style-type: none"> 1. Juliette Marion & Baptiste Chauveau, (2013) Carnet de voyage, Goyal publications, New Delhi 2. Corbeau et al. (2013) Tourisme.com, 2ème édition Broché, Cle international 3. Corbeau S et al., (2006) Hôtellerie-restauration.com : Méthode de français professionnel de l'hôtellerie et de la restauration, CLE, Paris 4. Descotes. Genon., Service Compris, Pratique du Français de l'Hôtellerie et, de la restauration et de la cuisine, PUG, Grenoble 5. C.Peyroutet et al, (2013) Le tourisme en France, Nathan. 6. Chandrasekar et al et al, (2011) A votre service, Méthode de français pour l'hôtellerie et le tourisme, Hachette, New Delhi 7. Cholvy, En Cuisine : français professionnel A1/A2, CLE 8. CalmyAnne Marie, (2004) Le Français du Tourisme, Hachette, Paris 9. K. Madanagobalane, et al, (2011) L'hôtellerie et le tourisme, Samhitapublications, Chennai 10. Coll, Laygues, Le français en context- Tourisme (A1+/A2+), Méthode de français - Maison des langues, Paris 11. Gupta, Gupta et al, (2011) Bon voyage, Méthode de français de l'hôtellerie et du tourisme pour les débutants, Goyal publications, New Delhi. | |

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| | <p>WEBSITES</p> <ol style="list-style-type: none"> 1. http://www.jeux-geographiques.com/jeux-en-ligne-Jeu-Fromages-de-France- pageid80.html 2. http://www.ciel.fr/learn-french/business-french-exercises.htm 3. Le journal de l'éco-tourisme http://www.lejournaldelecotourisme.com/ 4. Voyageons autrement : http://www.voyageons-autrement.com/index/tourisme-durable.html 5. Voyages pour la planète : http://www.voyagespourlaplanete.com | |
| <p><u>Learning Outcomes</u></p> | <p>By the end of the course, students will be able to understand the French and francophone clients and will know:</p> <ul style="list-style-type: none"> ● to welcome clients at the airport, hotel, and restaurant; ● to provide information on transportation and itinerary for a tour; ● to create a brochure ● to describe a hotel, city or monument; ● to take a message on the phone; ● to help a client to choose, organize, buy or reserve something; ● to help the client to change, cancel a reservation or service. | |

Programme: S.Y. B. A.

Course Code: FFG 103

Title of the Course: Intermediate
French Language 1

Number of Credits: 4

Effective from AY: 2018-19

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| Prerequisites for the course: | Any student pursuing Second year undergraduate programme at Goa University is eligible to take the course as an elective paper. | |
| Objective: | <p>This module introduces students to and expands on French language communication and French language. It aims, firstly, at developing the following:</p> <ul style="list-style-type: none"> ● intermediate competency in understanding simple exchange of information on familiar topics , oral and in writing ● intermediate competency in expressing effectively in routine tasks and social exchanges , orally and in writing ● awareness of differences in cultural representations in source and target cultures. <p>Secondly, it aims at consolidating and enhancing the skills previously acquired. More specifically it aims at further developing:</p> <ul style="list-style-type: none"> ● strategies for successful collaborative learning; ● skills for successful group work, initiative; elementary creativity. | |
| Content: | <p>Units 1,2,3 of Méthode de Français Panorama 2, will be the syllabus for Semester 1 or Units 1, 2, 3, 4 of Version Originale 2</p> <p>Oral Skills- Listening and spoken interaction + production - 15hours Listening comprehension of based on the units -Describing one' s childhood / youth, Use appropriate tense to situate events in the past (describing circumstances, people, places, habits, describing continuity) Interviewing someone about his/her childhood, Telling your life story -Describing a company -presenting opinions -complimenting someone</p> <p>Reading Skills 15hours -Applying reading strategies -Reading for understanding -Consulting a dictionary</p> <p>Writing Skills 15hours -Short essays on topics of personal interest -Writing post cards, letters</p> <p>Grammar and vocabulary -Perfect tense, Imperative, Past Tense, Imperfect Tense, future, Near Future, Present subjunctive -Time markers</p> | |

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| | <p>-Pronouns -Adjectives : personality / feelings, Comparison of adjectives, Possessive adjectives, Use of adjectives : agreement, location - Interrogative Affirmative/ Negative Passive voice Indirect speech - Vocabulary : politics, society , life style , Sport, leisure, holiday, cinema, natural disasters Environment, media</p> | 15hours |
| <u>Pedagogy:</u> | <p>Teaching methods and syllabus are based on the introduction of students to principles of autonomous and self-directed learning and LSP methodologies. This module will contain LSP in various media and forms of presentation (oral: lectures; audio-visual: TV, video; ICT: Internet, CD-ROMs). Independent work (group and individual) .Exercises in task setting and fulfilling.</p> | |
| <u>References/ Readings</u> | <p>PRESCRIBED TEXT BOOK :Panorama 2/ Version originale 2</p> <p>BIBLIOGRAHY</p> <p>Textbooks</p> <ol style="list-style-type: none"> 1. Denyer, Garmendia, Lions Olivieri, Version originale 2 (2012), Méthode de français, Student’s Book, , Paris, Éditions Maison des langues. 2. Magne, olivieri, Version originale 2 (2012),, Méthode de français, A French Course for English Speakers, Workbook, Paris, Éditions Maison des langues. 3. Echo A2. CLE Internationale 4. Gregoire M, (2012) Grammaire progressive du français : niveau débutant, CLE International. 5. Rowlinson et al., Oxford Paperback French Dictionary & Grammar, OUP. 6. De Christine Andant, Metton et al., (2009) A Propos A1, PUG, 7. Heu et el, (2014) Saisons2 Niveau A2, Didier 8. Brethet,(2006) Alter Ego 2, Hachette livre 9. Cridlig et Girardet, (2004) Panorama 2, CLE International 10. Mérieux et Loiseau 2004 Connexions 2, Didier 11. Poisson-Quinton, Compréhension écrite A2, CLE International 12. DELF A2 200 activités, CLE International 13. Grammaire progressive du francais-Débutant/ Intermédiaire , CLE International 14. Vocabulaire progressive du francais - Intermediaire CLE International 15. Communication progressive du francais - Intermediaire CLE International 16. Phonétique progressive du francais - Intermediaire Livre | |

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| <u>Learning Outcomes</u> | <p>At the end of the course, students will be expected to demonstrate a marked ability to communicate in the target language, in particular to</p> <ul style="list-style-type: none"> ● understand and produce texts related to personal interests and experiences (announcements, advertisements etc) ● understand and communicate opinions on everyday objects and situations ● understand and respond to simple correspondence (letters, emails etc) ● contribute effectively and constructively to group learning activities. <p>Furthermore, students will be able to</p> <p style="padding-left: 40px;">Use generic IT applications and tools for language learning (e.g. internet learning and interactive tools.).</p> | |

Programme: S.Y. B. A.

Course Code: FFG 104

Title of the Course: Intermediate
French language 2

Number of Credits: 4

Effective from AY: 2018-19

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| <u>Prerequisites for the course:</u> | Any student pursuing Second year undergraduate programme at Goa University is eligible to take the course as an elective paper. | |
| <u>Objective:</u> | <p>This module introduces students to and expands on French language communication and French language. It aims, firstly, at developing the following:</p> <ul style="list-style-type: none"> ● intermediate competency in understanding simple exchange of information on familiar topics , oral and in writing ● intermediate competency in expressing effectively in routine tasks and social exchanges , orally and in writing ● awareness of differences in cultural representations in source and target cultures. <p>Secondly, it aims at consolidating and enhancing the skills previously acquired. More specifically it aims at further developing:</p> <ul style="list-style-type: none"> ● strategies for successful collaborative learning; ● skills for successful group work, initiative; ● elementary creativity. | |
| <u>Content:</u> | <p>Units 4,5,6 of Méthode de Français Panorama 2, will be the syllabus for Semester 2 Or 5, 6, 7, 8 of Version Originale 2</p> <p>Oral Skills- Listening and spoken interaction + production -Listening comprehension of based on the units - Describe a daily life, dream -Convince and reassure someone -Asking for a favour, a permission, expressing acceptance or refusal, justifying oneself using appropriate social niceties and polite expressions -Asking questions appropriate to the situation and the context -Expressing different levels of certainty -develop an argument</p> <p>Reading Skills -Applying reading strategies -Reading for understanding -Consulting a dictionary</p> <p>Writing Skills -Short essays on topics of personal interest -Writing post cards, letters poems</p> <p>Grammar and vocabulary -Tense: past conditional tense, Past perfect tense -Adverbs, Gerondif, adjectives, indefinite pronouns,</p> | <p>15hours</p> <p>15hours</p> <p>15hours</p> |

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| | -Expression to describe cause and consequence -Vocabulary : attitudes, emotions, objects used in daily life, law, agriculture, ecology, new technology, professions, health, medicine | 15hours |
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