

	Textbooks <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 	
<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: S.Y. B. A. (French)

Course Code: UFFC 103

Title of the Course: French through creative activities

Number of Credits: 4

Effective from AY: 2018-19

<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>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</p>	

	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.	
<u>Content:</u>	<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>
<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).Creative activities in and outside class-room. Exercises in task setting and fulfilling. 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://neuviemeart.citebd.org/spip.php?article523 3. http://www.aidenligne-francais-universite.auf.org/spip.php?rubrique105 4. http://www.francparler-oif.org/la-bande-dessinee-en-classe-de-fle/ 5. http://theatreinstantpresent.org/theatre-social/formation-exercices-improvisation/#Imaginaire verbal 6. http://upstagereview.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>	By the end of the course students will be able to: <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: UFFC 104

Title of the Course: French for Hotel and Tourism

Number of Credits: 4

Effective from AY: 2018-19

<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 	