

DISCIPLINE SPECIFIC CORE COURSE– 1 (DSC-1)
Language in Context: Developing Reading and Writing Skills (1)

Credit distribution, Eligibility and Pre-requisites of the Course

Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Reading and Writing Skills (1)	4	3	1	0		

DSC-1 Language in Context: Developing Reading and Writing Skills (1)	
Learning Objectives To enable students to: <ul style="list-style-type: none"> • read simple texts and answer questions on them; • be able to write short texts, about subjects pertaining to his/her immediate environment; • attain Level A 1.1 of the Common European Framework (CEF). 	
Learning Outcomes At the end of the semester, students will: <ul style="list-style-type: none"> • partially attain A1 Level of reading and writing skills in Spanish. • be able to read simple texts and answering questions on them. • be equipped to write on topics pertaining to his/her immediate environment. 	
Syllabus Reading: Read and understand simple documents, texts, emails containing personal information, describing a person, a place, daily activities, means of transport, family and members of the family, invitations, messages, greeting cards etc. Writing: Guided writing activities. A few sentences, short text or email describing oneself, others, a place, daily activities, the family, means of transport, writing and replying to invitations, messages, greeting cards for a birthday, a festival etc. Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's one's residential area, city, greetings, professions etc. Intercultural and co-cultural: Introduction to Hispanic regions/countries, celebrities from Spain and Latin America fashion, cinema, comic strips etc.	
UNIT I	9 hours
Learn and express greetings	

<p>Write a brief personal information</p> <p>Learn the alphabets and learn and write the spellings.</p> <p>Write a brief introduction,</p> <p>Learn to recognize country names and their nationalities, different professions and different languages</p> <p>Make simple questions.</p> <p>Some basic regular verbs.</p> <p>Read short biographical texts and do written exercises based on that.</p> <p>Spellings of the numbers 1-20, age, family members</p> <p>Definite articles.</p>	
UNIT II	9 hours
<p>Read a text on why you want to learn Spanish and what you want to do in the course.</p> <p>Simple present tense, use of 'a', 'con', 'de', 'por', 'para', 'porque' 'también' and 'pero'</p> <p>Personal pronoun</p> <p>Counting 20 onwards</p> <p>Family relations and social relations</p> <p>Read texts on the description of the person and his/her character</p> <p>Possessive pronoun</p> <p>Adjective, adverbs</p> <p>Leisure time Activities</p>	
UNIT III	9 hours
<p>Read maps and know about Spanish speaking countries</p> <p>Read texts about a locality</p> <ul style="list-style-type: none"> • Use of Ser, Estar, Hay • Learn interrogatory words: Cuál, Qué, Cuáles, Dónde, Cómo, Cuánto • Superlative degree • Indefinite articles • Quantifiers • Describe climate <p>Write about places to visit, people and climate.</p> <p>Describe your locality and parts of the house</p> <p>Write an email to your friend describing which places to visit in your city and when to travel.</p> <p>Design a project of a new locality</p> <ul style="list-style-type: none"> • What's your ideal locality? 	
UNIT IV	9 hours
<p>Read a text on daily routine and relate it to the time.</p> <ul style="list-style-type: none"> • Different regular and irregular verbs • Reflexive verbs • Learn to describe time • Cardinal numbers <p>Read a text related to day to-day activities and write an email to expressing the sequence of the activities you do on a daily basis, sometimes, and never.</p> <p>Learn about some famous personalities in the Hispanic world.</p>	
UNIT V	9 hours
<p>Read a text on sports.</p> <ul style="list-style-type: none"> • Vocabulary in the different sports. • Different sports. • Famous personalities in sports. 	

Read a text on how to express likes and dislikes.

- The verbs ‘Gustar’ ‘Encantar’, ‘Interesar’.

Write a text on what do you like and dislike in your family.

Read texts on reality shows on television.

- Tener + que + infinitivo
- Es + Adjetivo + infinitivo

Read a text on activities one can do in a Hispanic city.

- Write about the entertaining activities in your city.

Practical component (if any) – NIL

Suggested Readings:

Learning/Teaching Material: Any of the textbooks given below may be prescribed.

1. Alondo, Elcina. Corpas, Jaime. (2018). *Diverso Al Libro de alumno*. Madrid, Madrid: SGEL.
 2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). *Sueña 1 Libro de alumno*. Salamanca. Salamanca: Grupo Anaya.
 3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). *Bítacora 1 Libro de alumno*. Barcelona, Barcelona: Editorial Difusión.
 4. Campo, Cristina, Cuadrado, Charo et.al. (2017) *Protagonistas A1- Libro de alumno*. Madrid, Madrid: Ediciones SM.
 5. Sanz, N. (2016). *Aula Internacional 1*. Barcelona: Editorial Difusión
 6. Martí Peris, E., Sans, N. (2016). *Gente 1 Libro del alumno*. Barcelona: Editorial Difusión.
- Additional material may be provided by the Department.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

DISCIPLINE SPECIFIC CORE COURSE– 2 (DSC-2)

Language in Context: Developing Listening and Speaking Skills (1)

Course title & Cred & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Listening and Speaking Skills (1)	4	3	1	0		

Credit distribution, Eligibility and Pre-requisites of the Course

DSC-2
Language in Context: Developing Listening and Speaking Skills (1)
Learning Objectives

<p>To enable students to:</p> <ul style="list-style-type: none"> • listen to and understand simple texts so as to answer questions on them; • talk on subjects pertaining to his/her immediate environment; • attain Level A 1.1 of the Common European Framework (CEF). 	
<p>Learning Outcomes At the end of the semester, students will:</p> <ul style="list-style-type: none"> • be able to listen to and understand simple texts so as to answer questions on them; • be able to talk on subjects pertaining to his/her immediate environment; • attain Level A 1.1 of the Common European Framework (CEF). 	
<p>Syllabus Listening: Listen and understand basic phrases/ dialogues concerning himself, of his family, and immediate surroundings, brief announcements in public spaces and instructions when speakers are speaking at a slower pace. Speaking: which includes <ul style="list-style-type: none"> • Monologue: Introduce oneself and others, describe oneself, a person, one's family or an object, describe one's immediate environment (class or professional), residential area, city... • Dialogue: participate in a basic conversation by exchanging simple greetings, asking and replying to simple questions, give instructions etc. Morphosyntax, Vocabulary, Pronunciation: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc. Basic rules of pronunciation. Intercultural and Co-cultural: Knowledge and practice of structures relevant to formal and informal situations. </p>	
UNIT I	9 hours
<p>Listen and express greetings Exchange greetings with each other Listen the alphabets and learn and pronounce the spellings. Listen a text related to the given topic Learn to ask each other questions related to one's State and its languages. Listen to a text and note down information like phone numbers, names, age, family members, places and languages. Exchange telephone numbers with each other. Give your introduction in the class.</p>	
UNIT II	9 hours
<p>Listen to a text on why you want to learn Spanish and what do you want to do in the course. Talk about your motives and what do you want to do. Listen a text on the description of the person and his/her character Talk about your family members and what they want to do in their life. Listen to a text related to the leisure time activities. Talk about leisure time activities.</p>	
UNIT III	9 hours
<p>Listen to a text related to the topic and respond to the questions. Talk about your locality with the help of pictures. Listen to a text related to the given topic. Talk about your family members, their physical description and their character. Listen to a text related to the given activity. Talk to your friend about your favourite place and its climate.</p>	

Present a dialogue activity in a group related to the topic.	
UNIT IV	9 hours
Listen to a text on a given topic. Talk about one's daily routine. Listen to a text on a given topic. Simulate the situation of leisure activities with family members Listen to a text on a given topic	
UNIT V	9 hours
Listen to a text on a given topic. Talk about your sports activities. Simulate the situation of healthy living and how to live for 100 years. Listen to a text on the given topic. Express your likes and dislikes.	
Suggested Readings: Learning/Teaching Material: Any of the textbooks given below may be prescribed. 1. Alondo, Elcina. Corpas, Jaime. (2018). <i>Diverso A1 Libro de alumno</i> . Madrid, Madrid: SGEL. 2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). <i>Sueña 1 Libro de alumno</i> . Salamanca. Salamanca: Grupo Anaya. 3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). <i>Bitacora 1 Libro de alumno</i> . Barcelona, Barcelona: Editorial Difusión. 4. Campo, Cristina, Cuadrado, Charo et.al. (2017) <i>Protagonistas A1- Libro de alumno</i> . Madrid, Madrid: Ediciones SM. 5. Sanz, N. (2016). <i>Aula Internacional 1</i> . Barcelona: Editorial Difusión 6. Martí Peris, E., Sans, N. (2016). <i>Gente 1 Libro del alumno</i> . Barcelona: Editorial Difusión. Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3) Language Through Texts (1)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Cred & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language Through Texts (1)	4	3	1	0		

DSC-3 Language Through Texts (1)	
Learning Objectives To enable students to: <ul style="list-style-type: none"> to read and understand short literary/ journalistic texts (A 1 Level) and answer questions on the same 	

<ul style="list-style-type: none"> to listen to and understand ads/ songs of level A1 and answer questions on them 	
Learning Outcomes At the end of the semester, students will: <ul style="list-style-type: none"> have read simple short literary texts adapted to A 1 level have listened to and comprehended songs / ads adapted to A 1 level. 	
UNIT I – Literary Texts	9 hours
(A selection will be made from the list below) <i>Sin Noticias, Lola Lago Detective</i> de N. Sans y L. Miquel <i>Vacaciones al sol, Lola Lago Detective</i> de N. Sans y L. Miquel <i>Por amor al arte Lola Lago Detective</i> de N. Sans y L. Miquel <i>Rinconete y Cortadillo</i> , Miguel de Cervantes, adaptado por Raquel García Prieto <i>Todas las voces</i> . Curso de cultura y civilización de N. Murillo	
UNIT II – Journalistic Texts	9 hours
(A selection will be made from the list below) <i>Hoy en clase</i> de Campus Difusión <i>Los espejuelos de Lennon -- Cuba</i> de Dolores Soler-Espiauba <i>Con Frida en el altiplano -- Bolivia</i> de Dolores Soler-Espiauba <i>Guantanamoeras – Cuba</i> de Dolores Soler-Espiauba <i>Ojalá que te vaya bonito – México</i> de Dolores Soler-Espiauba <i>Los espejuelos de Lennon – Cuba</i> de Dolores Soler-Espiauba <i>Dos semanas con los tíos – Costa Rica</i> de Dolores Soler-Espiauba	
UNIT III – Poems	9 hours
(A selection will be made from the list below) <i>El gallo despertador</i> de Gloria Fuertes <i>Yo no soy yo</i> de Juan Ramón Jiménez <i>Caricia</i> de Gabriela Mistral <i>¡Buen Viaje!</i> de Amado Nervo <i>Mariposa del aire</i> de Federico García Lorca <i>Las seis cuerdas</i> de Federico García Lorca <i>Oda a la cebolla</i> de Pablo Neruda <i>Oda a las cosas</i> de Pablo Neruda <i>Sol de invierno</i> de Antonio Machado <i>Síndrome</i> de Mario Benedetti <i>Contigo</i> de Luis Cernuda	
UNIT IV – Audiovisual Texts/ Songs	9 hours
A selection will be made from the list below) Songs (A1) <i>Querido Tommy</i> , de Tommy Torres (2013) <i>La reina del pop</i> , La oreja de Van Gogh (2000) <i>Limón y Sal</i> , de Julieta Venegas (2006) <i>Me quedo contigo</i> , de Los Chunguitos (1981), de Rocío Márquez (2019), de Manu Chao <i>El viajero</i> , de Seguridad Social (2011) <i>Inmortal</i> , La oreja de Van Gogh (2009) Documentaries <i>Aldea Latinoamericana – Por la Geografía de América Latina</i> <i>Historia del Arte en 10 minutos</i> <i>Historia del imperio romano en 10 minutos</i>	
UNIT V – Advertisements	9 hours
Suggested Readings:	

Learning / Teaching Material: To be compiled and provided by the Department.

1. Murillo, N. (2010). *Todas las voces. Curso de cultura y civilización*. Barcelona: Editorial Difusión (cap. 4 Literatura: novelas, cuentos y leyendas, poesía, leer)
2. Sans, N., Miquel, L. *Lola Lago* (2003). Sin noticias (A1). Barcelona: Editorial Difusión.
3. Sans, N., Miquel, L. *Lola Lago* (2003). Por amor al arte (A1). Barcelona: Editorial Difusión.
4. Soler-Espiauba, D. (2002). *Con Frida en el altiplano* (A1-A2). España: Editorial Difusión.
5. Soler-Espiauba, D. (2008). *Dos semanas con los tíos* (A1-A2). Costa Rica: CEGAL.
6. Soler-Espiauba, D. (2014). *Los espejuelos de Lennon* (A1). Cuba: CEGAL.
7. Soler-Espiauba, D. (2012). *Guantanamo* (A1-A2). Cuba: Editorial Difusión.
8. Soler-Espiauba, D. (2015). *Ojalá que te vaya bonito* (A1-A2). México: Editorial Difusión.
9. Hoy en clase. Campus Difusión. <https://campus.difusion.com/dashboard>
10. Aldea Latinoamericana – Por la Geografía de América Latina
<https://www.youtube.com/watch?v=2jN3kP-gM2o>
11. Historia del Arte en 10 Minutos, <https://www.youtube.com/watch?v=rUHxLrZwSIY>
12. Historia del imperio romano en 10 minutos,
<https://www.youtube.com/watch?v=N4Ljm78end4>

Additional material may be provided by the Department.