

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC-10 (4) Language in Context: Intermediate Reading and Writing skills (2)	4	3	1	0	XII passed	Should have studied Language in Context: Intermediate Reading and Writing Skills (1)

Learning Objectives

Enable students to

- read complex texts and answer questions on them.
- be able to write complex texts, about subjects pertaining to his/her immediate environment;
- attain Level A 2.2 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain the A2.2 Level of reading and writing skills in the concerned language.
- Reading complex texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

Content:

Reading: Read and understand standard documents, texts, emails containing personal information, cultural aspect of the language, gastronomy, free time activities, movie review, writing a biography, talk about experiences, give suggestions etc.

Writing: Guided writing activities. Making suggestions to improve Spanish, writing on a movie/ biography, email describing what did you do, writing about past activities, food choices, and writing recipes, writing on free time, invitations, make excuses, activities related to write about preferences and choices etc.

Morphosyntax and Vocabulary: standard grammatical structures and vocabulary used to write past experiences, travelling vocabulary, imperative to write recipes, vocabulary related to social interaction, house, movie review, biography, vocabulary related to preferences and choices, invitations, make excuses etc.

Intercultural and cocultural: Introduction to Hispanic movies, relating to past, design a house, social contacts, plan a weekend, prepare food for the party, hispanic authors and personalities, movies, hispanic places to visit etc.

SYLLABUS OF DSC-10

UNIT – I

(7 hours)

Read a text related to expression of desire, preferences, etc.

Write about your experiences and how you value them in your life.

Write about different people and things that matter to you.

Read a text related to the topic.

Write a questionnaire to know how your classmates value people and things around them.

Write an article on interesting things where you reside.

UNIT – II **(8 hours)**

Read a text based on discussion of problems and giving suggestions thereof.

Write about the problems which your classmates face.

Write solutions for their problems by using Imperatives.

Read a text related to the topic.

Write about your problems and ask for suggestions in the class.

UNIT – III **(7 hours))**

Read a text comprising narration of history, events involving lifestyle, culture, etc.

Write about the interesting part that you like in the history of your country.

Read a text related to the topic.

Write about habits, culture, and life of the people in the past and of the women in particular.

Read a text related to the topic.

Write about the habits and culture in the past and compare it in the present scenario.

UNIT – IV **(8 hours)**

Read a text based on narration of personal anecdotes, practice of past tense.

Write personal anecdotes, important events and happenings.

Read a text related to the topic.

Write about how you felt in a particular situation in the past.

Regular and irregular forms of the verbs in the simple past tense.

Write a report on sports or cultural events, on a tour to historical place.

UNIT – V **(7 hours)**

Read a text based on significance of technology, technical terms of daily use, etc.

Write about the role of technology in your day-to-day life.

Write about how you learn efficiently and in a better way by using technology.

UNIT VI **(8 hours)**

Read a text comprising discussion on eco-friendly practices.

Write about the reuse of waste products.

Read a text related to a topic.

Write about recycling, reuse of the waste products in the past and various ways to recycle the waste products.

Essential/recommended readings**Essential/recommended readings/Suggestive readings**

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

1. Sanz, N. (2017). Aula Internacional 2. Barcelona. Barcelona: Editorial Difusión
2. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A2 Libro de alumno. Madrid, Madrid: SGEL.
3. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 2 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
4. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 2 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
5. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A2- Libro de alumno. Madrid, Madrid: Ediciones SM.
6. Martí Peris, E., Sans, N. (2016). Gente 2 Libro del alumno. Barcelona:Editorial Difusión.

Additional material may be provided by the Department. 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 – 11

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC-11 (4) Language in context: Intermediate Listening and Speaking skills (2)	4	3	1		XII passed	Should have studied Language in Context: Listening and Speaking Skills (1)

Learning Objectives

Enable student to

- read simple texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her immediate environment;
- attain complete Level A 2.2 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain A2.2 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC- 11

UNIT – I

(7 hours)

Listen to an audio/a video activity related to expression of desire, preferences, etc.

Talk about your experiences and how value them in your life.

Express your ideas about people and things and how you value them.

Listen to an audio/video activity about the places of your interest and their cultural value.

Discuss a questionnaire with your classmates about how people value their near and dear ones and how they value things around them.

Make a presentation on the information received through the survey.

UNIT – II

(8 hours)

Listen to an audio based on discussion of problems and giving suggestions thereof.

Share your views with your classmates on the problems that a student face.

Exchange ideas on the solutions for the problems which your classmates face in the class.

Use of Imperatives in giving solutions.

Speak about your problems and ask for suggestions in the class.

UNIT – III

(7 hours)

Listen to an audio comprising narration of history, events involving lifestyle, culture, etc.

Talk about an interesting part that you like in the history of your country.

Exchange your thoughts on the habits, culture and life of the people in the past and of the women in particular.

Express your opinion on the habits and culture in the past and compare it with the present.

Share your experiences about a journey, a job taken or any unforgettable moment with your classmates.

UNIT – IV

(8 hours)

Listen to an audio/video based on narration of personal anecdotes, practice of past tense.

Share your personal anecdotes in the class.

Talk about how you felt in a particular situation in the past.

Regular and irregular forms of the verbs in the simple past tense.

UNIT – V

(7 hours)

Listen to an audio/video based on significance of technology, technical terms of daily use, etc.

Express your thoughts on the role of technology in your day-to-day life.

Watch a short movie related to the topic.

Speak on how you learn efficiently and in a better way by using technology.

UNIT VI

(8 hours)

Listen to an audio comprising discussion on eco-friendly practices.

Share your ideas on the reuse of waste products and how you follow them.

Listen to an audio/video activity related to a topic.

Talk about the value of recycling, reuse of the waste products in the past and various ways to recycle the waste products now.

Essential/recommended readings

Essential/recommended readings/Suggestive readings

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

1. Sanz, N. (2016). Aula Internacional 2. Barcelona. Barcelona: Editorial Difusión
2. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 Libro de alumno. Madrid, Madrid: SGEL.
3. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 2 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
4. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 2 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
5. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A2- Libro de alumno. Madrid, Madrid: Ediciones SM.

6. Martís Peris, E., Sans, N. (2016). Gente 2 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. 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 – 12

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC-12 (4) Engaging with Literary Texts (2)	4	3	1		XII passed	Should have studied Engaging with Literary Texts (1)

Learning Objectives

Learning Objectives: Enable students to read and understand a short literary/journalistic/ad/song text adapted for students of level A2.2 and to answer questions on the same.

Learning Outcomes

- Enable students to fully attain A2.2 Level skills in the concerned language.
- Understand ideas on audios listened and answering questions on them.
- Equip students to learn about subjects pertaining to his/her immediate environment.

UNIT I Literary Texts (9 hours)

(A selection will be made from the list below. Extra material will be distributed by the teacher.)

Otro Zoo de Rodrigo Rey Rosa Cuentos y leyendas, todoele.net

Excerpts from Sanz N. (2017). Aula Internacional 2. Barcelona: Editorial Difusión: Pepa Villa, Taxista en Barcelona

El sueño de Cristóbal, Edelsa

Las nuevas caras del cine español

Un Yankee en Buenos Aires de Paco Ardit Rinconete y Cortadillo, Miguel de Cervantes

Moros y cristianos, Dolores Soler-Espiauba Espacios naturales

Denominación de origen

Un nuevo caso: Netflix puede esperar *Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

Los hackers nunca duermen, Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

Un poco de tranquilidad, solo un poco Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

Fin de escapada Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

El misterio hombre de la gabardina Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

Todas las voces. Curso de cultura y civilización de N. Murillo

UNIT II Journalistic Texts (9 hours)

(A selection will be made from the list below)

Auténticos de la revista de ELE « Punto y Coma » nivel A2 Energía eólica

Dime qué color eres y te diré qué color necesitas La civilización Inca, Entre el pasado y el presente El ceviche : de Perú al mundo

Navidades con sabor latino Entrevista a Rosa Montero

Hoy en clase de Campus Difusión

Los espejuelos de Lennon -- Cuba de Dolores Soler-Espiauba *Con Frida en el altiplano* -- Bolivia de Dolores Soler-Espiauba *Guantanameras* – Cuba de Dolores Soler-Espiauba

Ojalá que te vaya bonito – México de Dolores Soler-Espiauba

Los espejuelos de Lennon – Cuba de Dolores Soler-Espiauba

Dos semanas con los ticos – Costa Rica de Dolores Soler-Espiauba

UNIT III poems (9 hours)

Poemas de Alex Pausibes Poemas de Antonio Colinas Poemas de Alfonsina Storni

Poemas de Federico García Lorca Poemas de Pablo Neruda

Poemas de Unamuno Poemas de Gabriela Mistral Poemas de Rosalia de Castro

Poemas de Francisco de Quevedo Poemas de Jóse Agustín Goytosolo Poemas de Rafael Alberti

Poemas de Ana Castillo Poemas de Antonio Machado Poemas de Gloria Fuertes

(A selection as per language level will be made from the list below. Any extra material will be provided by the Department.)

UNIT IV Audio / Visual Texts/Songs (9 hours)

(A selection will be made from the list below) Songs (A2)

Gloria Estefan: Tu fotografía Manu Chao: Clandestino Ricky Martin: La bomba Juanes: La Historia de Juan Jarabe de Palo: ¡Qué bueno! ¡Qué bueno! Joaquín Sabina: Y nos dieron las diez Rebeca Lane: Flores rojas Vivir Quintana: Canción sin miedo Jimena Barón y Miss Bolivia: Se quema

Documentaries

Patio 29-historias de Silencio

México: desaparecidos por el narcotráfico Tierra de Cártel

Guatemala: Corazón del mundo Maya Historia del Arte en 10 minutos

Historia del imperio musulmán en 10 minutos

UNIT V Advertisement (9 hours)

Suggestive 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
2. Difusión (cap. 4 Literatura: novelas, cuentos y leyendas, poesía, leer)
3. Sans, N., Miquel, L. Lola Lago (2003). Detective: Lejos de casa (A2). Barcelona: Editorial Difusión.
4. Sans, N., Miquel, L. Lola Lago (2003). Detective: una nota falsa (A2). Barcelona: Editorial
5. Difusión.
6. Formesp.rediris.es
7. Cervantes, Cuentos.
- 8.
9. Dolores Soler-Espiauba, Moros y cristianos, difusi
10. Soler-Espiauba, D. (2002). Con Frida en el altiplano (A1-A2). España: Editorial
11. Difusión.
12. Edelsa.
13. Rey Rosa, *Otro zoo*, Seix Barral, 2007
14. Soler-Espiauba, D. (2008). Dos semanas con los ticos (A1-A2). Costa Rica: CEGAL.
15. Soler-Espiauba, D. (2014). Los espejuelos de Lennon (A1). Cuba: CEGAL.
16. Soler-Espiauba, D. (2012). Guantanameras (A1-A2). Cuba: Editorial Difusión.
17. Soler-Espiauba, D. (2015). Ojalá que te vaya bonito(A1-A2). México: Editorial Difusión.
18. Hoy en clase. Campus Difusión. <https://campus.difusion.com/dashboard>

19. Historia del Arte en 10 Minutos, <https://www.youtube.com/watch?v=rUHxLrZwSIY>
20. Historia del imperio musulmán en 10 minutos, <https://www.youtube.com/watch?v=N4Ljm78end4>
21. 100 Anuncios Publicitarios con Eslogan
22. http://archive.org/details/editions_mariquita_hotmail_201309
23. México: desapercidos por el narcotráfico @ YouTube: Arte.tvDocumental
24. <http://tv.apple.com/ar/movie/tierra-de-carteles/umc.cmc.52194k2r7j1>
25. Guatemala, corazón del Mundo Maya YouTube-Julio Carvajal.
26. Origen y evolución del imperio islámico en la Edad Media <http://youtube.com>

Additional material may be provided by the Department.

Suggestive readings

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

