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DEPARTMENT OF GRS (SPANISH)

SEMESTER-II

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Category I

B.A. (Hons.) SPANISH

DISCIPLINE SPECIFIC CORE COURSE – 4:

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 | | |
| Language in Context: Developing Reading and Writing Skills (2) | 4 | 3 | 1 | 0 | Information to be filled | Nil |

Learning Objectives

Enable student to

- 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 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain A1 Level of reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

Content:

Reading: Read and understand simple documents, texts, emails containing personal information, cultural aspect of the language, gastronomia, food items and their preparation, describe an ideal locality, express preferences and its frequency, read and understand how to express in an impersonal manner, free time activities, read texts in present continuous and present perfect tense etc.

Writing: Guided writing activities. A few sentences, short text or email describing gastronomia, writing recipes, preferences, free time activities, messages o facebook, articles

on different, my ideal locality, climate and its influence on the culture. writing on vacations, blogs on travel, activities related to the recent past etc.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to write recipes of different dishes, travelling vocabulary, impersonal verbs, vocabulary related to the activities in the free time, blogs, vocabulary related to emails, climate, moods, colors etc.

Intercultural and cocultural: Introduction to Hispanic gastronomy, places to visit in Hispanic world, means of transports, leisure activities, comic strips, Latin America fashion, cinema, comic strips etc.

SYLLABUS OF DSC-4

UNIT – I (3 Weeks)

The influence of the culture on your diet

Read a text related to the topic.

Write a recipe of your favourite dish and.

Writing dialogues between a waiter and a client in a restaurant.

Read a text on the diversity of gastronomy.

Write a menu and the contents of breakfast, lunch and dinner in the Hispanic world.

UNIT – II (3 Weeks)

Leisure activities

Read a text related to the topic.

Write plan and intentions, accept and reject, and learn to write opinion.

Write an email to a friend telling about what you do in your free time.

Read a text related to a topic.

Write on the pictures given.

Read a text related to a topic.

Write a summary.

UNIT – III (3 Weeks)

Climate

Read a text related to a topic.

Impersonal verbs: LLueve, Nieva, Hace frío/calor, está nublado, hay viento etc.

Read a text related to a topic.

Write a note on different seasons and its influences on daily life.

Compare different places.

Write pamphlets, articles, and interview a person about his preference for the season.

UNIT – IV (3 Weeks)

An ideal locality

Read a text related to a topic.

Write a note on your locality.

Quantifiers: algún, ningún, muchos etc.

Prepositions and adverbs of place: a, en, al, al lado de, lejos, cerca etc.

Write a brief note on your ideal locality and its direction.

UNIT – 5 (3 Weeks)

Travelling

Read a text related to the topic.

Contents: saber and conocer

Irregular verbs and its participle form

Präterito perfecto, por, para, porque marcadores de lugar: a la derecha, al lado de...
etc. Marcadores temporales: hoy, este año, esta mañana etc.

Write on a series of pictures.

Read a text related to the topic.

Write a blog on a place recently visited and the activities.

Practical component (if any) - NIL

Essential/recommended readings

Essential/recommended readings/Suggestive readings

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

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 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. 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. 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 – 5

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 | | |
| Language in Context: Developing Listening and Speaking Skills (2) | 4 | 3 | 1 | | | |

Learning Objectives **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 1 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain A1 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- 5

UNIT – I (3 Weeks)

The influence of the culture on your diet

Listen to an audio activity related to the topic.

Talk to your classmates about a recipe of your favourite dish.

Listen to a text related to the topic.

Organize a restaurant activity, role play of a waiter and clients.

UNIT – II (3 Weeks)

Leisure activities

Listen to a text related to the topic.

Exchange your plans and intentions, accept and reject, and learn to express your opinion.

Listen to a text related to a topic.

Talk about your leisure activities in the class.

Listen to a text related to a topic.

Express your opinion on a video clip or audio activity.

UNIT – III (3 Weeks)

Climate

Listen to a text related to a topic.

Express different climatic conditions: Llueve, Nieva, Hace frío/calor, está nublado, hay viento etc.

Listen to a text related to a topic.

Talk about different seasons and its influences on daily life.

Interview a person in the class about his/her preference for the season and record the audio.

UNIT – IV (3 Weeks)

An ideal locality

Listen to a text related to a topic.

Express and use Quantificators: algún, ningún, muchos etc. Preposiciones and adverbs of place: a, en, al, al lado de, lejos, cerca etc., while making a video presentation on a place.

Listen to a text on an ideal locality and its direction.

Talk to your classmates about your vision for an ideal place.

UNIT – 5 (3 Weeks)

Travelling

Listen to a text related to the topic.

Express and learn to differentiate between saber and conocer

Listen to a text related to the topic.

Talk to your classmates: ¿Qué has hecho hoy/ este año, esta mañana etc.?

Express what you have and what you have not done and still have to do.

Listen to a text related to the topic.

Express your points on a place recently visited.

Practical component (if any) - NIL

Essential/recommended readings

Essential/recommended readings/Suggestive readings

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

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 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. 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. 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.

Suggestive readings

DISCIPLINE SPECIFIC CORE COURSE – 6:

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 | | |
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Learning Objectives

Objective: Enable students to read and understand a short literary/journalistic/ad/song text adapted for students of level A1 and to answer questions on the same.

SYLLABUS OF DSC-6

UNIT I Literary Texts

(3 Weeks)

(A selection will be made from the list below)

Sin Noticias de Marlene, Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

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

Rinconete y Cortadillo, Miguel de Cervantes, adaptado por Raquel García Prieto

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

UNIT II Journalistic Texts

(3 Weeks)

(A selection will be made from the list below)

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

Guantanamo -- 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 Simple poems

(3 Weeks)

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

Poemas de Antonio Colinas

Poemas de Gloria Fuertes

Poemas de Juan Ramón Jiménez

Poemas de Gabriela Mistral

Poemas de Amado Nervo

Poemas de Federico García Lorca

Poemas de Federico García Lorca

Poemas de Pablo Neruda

Poemas de Antonio Machado

Poemas de Mario Benedetti

Poemas de Luis Cernuda

UNIT IV Simple Audio / Visual Texts/Songs

(3 Weeks)

(A selection will be made from the list below)

Songs (A1)

El Barrio felicidad

Vivir mi vida de Marc Antony

Me voy de Julieta Venegas (2006)

Todos me miran de Gloria Trevi

Me quedo contigo, de Los Chunguitos (1981), de Rocío Márquez (2019), de Manu Chao

El viajero, de Seguridad Social (2011)

Inmortal, La oreja de Van Gogh (2009)

Documentaries

Aldea Latinoamericana – Por la Geografía de América Latina

Historia del Arte en 10 minutos

Historia del imperio romano en 10 minutos

UNIT V Advertisement

(3 Weeks)

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). Sin noticias (A1). Barcelona: Editorial Difusión.
4. Sans, N., Miquel, L. Lola Lago (2003). Por amor al arte (A1). Barcelona: Editorial
5. Difusión.
6. Soler-Espiauba, D. (2002). Con Frida en el altiplano (A1-A2). España: Editorial
7. Difusión.
8. Soler-Espiauba, D. (2008). Dos semanas con los ticos (A1-A2). Costa Rica: CEGAL.
9. Soler-Espiauba, D. (2014). Los espejuelos de Lennon (A1). Cuba: CEGAL.
10. Soler-Espiauba, D. (2012). Guantánameras (A1-A2). Cuba: Editorial Difusión.
11. Soler-Espiauba, D. (2015). Ojalá que te vaya bonito (A1-A2). México: Editorial Difusión.
12. Hoy en clase. Campus Difusión. <https://campus.difusion.com/dashboard>
13. Aldea Latinoamericana – Por la Geografía de América Latina
<https://www.youtube.com/watch?v=2jN3kP-gM2o>
14. Historia del Arte en 10 Minutos, <https://www.youtube.com/watch?v=rUHxLrZwSIY>
15. Historia del imperio romano en 10 minutos,
<https://www.youtube.com/watch?v=N4Ljm78end4>
16. 100 Anuncios Publicitarios con Eslogan

Additional material may be provided by the Department.

Category III

B.A. Programme with Spanish as Minor

DISCIPLINE SPECIFIC CORE COURSE (DSC-2): Spanish in Context: Basic Level – 2

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 | | |
| Spanish in Context: Basic Level – 2 | 4 | 3 | 1 | nil | Class XII pass | none |

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of Semester 2, a student will be able to

- read simple texts and answer questions on them;
- write short texts, about subjects pertaining to his/her immediate environment;
- complete Level A1 of the Common European Framework (CEF).

Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to attain A1 Level of listening, speaking, reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC - 2

Content:

Listening: Listen to and understand basic phrases/ dialogues concerning one's hobbies, vacations, purchases, recipes etc.

Speaking, which includes,

Monologue: Present orally, one's travel plans, one's likes and dislikes, express one's opinion, etc.

Dialogue: Engage in a simple conversation in everyday situations such as inviting someone, talking about the weather, ordering a meal etc.

Reading: Read and understand simple documents, texts, emails describing one's vacations, educational institutions, sports, menus, recipes, weather report, travelogues etc.

Writing: Guided writing activities. A few sentences, short text, email describing one's weekly schedule, hobbies, preparing menus, writing recipes, weather report, travelogues etc.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to describe one's favourite destinations, hobbies, meals, weather etc.

Intercultural and co-cultural: Introduction to Spanish-speaking regions/countries, celebrities from Spanish speaking countries, fashion, cinema, comic strips etc.

Unit 1

3 weeks

Talking about food and drinks. Asking for food and drinks in a restaurant or a bar. Expressing preferences using 'lo que más, lo que menos me gusta'. The meals of the day. Time of the day when eaten. What you like and what you don't like to eat. Favourite food/preferred food. Se + tercera persona del presente de indicativo. Good eating habits. Nutritional food. The verbs 'almorzar' and 'merendar'. Reading and making a menu. Los pronombres de objeto directo (OD). Vocabulary related to the cooking processes, measurements and quantities. Expressing how often something is done using 'una vez', 'entre', 'más de', 'menos de', 'siempre', 'ocasionalmente', 'nunca', etc. Preparing a dish - listing the ingredients and reading and writing a recipe. Comparing food habits, dishes and recipes of Spanish speaking countries with your own country.

Unit 2

3 weeks

Vacation plans – proposing a plan, accepting it, rejecting it. Making an alternative plan. Vocabulary related to this. Writing an e-mail from the place of vacation to your family or friends. Talking of plans using 'ir a + infinitivo'. Expressing desires and intentions using 'querer', 'preferir', 'tener ganas de + infinitivo'. Inviting someone and accepting or rejecting an invitation. Using the verbs 'gustar', 'encantar', 'interesar', 'parecer'. Where and when to meet using 'quedar'. Vocabulary related to cinema and documentaries on culture, travel, nature. Reading and discussing film reviews. Expressing opinions using 'pienso que', 'me parece que', 'creo que', etc. Expressing total or partial agreement or disagreement with someone. Vocabulary related to entertainment. Reading an article from a youth magazine on whether entertainment is necessary and agreeing or disagreeing with the given viewpoints. Giving your own views on the importance of entertainment.

Unit 3

3 weeks

Talking about the weather, the temperature, the seasons. Discussing the weather in your country, city. Reading a map with weather forecast. Connecting Words - 'además', 'aunque', 'pero'. Reading and discussing an article on the influence of climate on our lives. Types of climate – 'tropical/cálido/seco', etc. Colours. Discussing how colours are related to seasons and to different aspects of culture of one's country. Comparing the climate of travel destinations using 'más/menos que...', 'mejor/peor que..', etc. Indicating how things are the

same in two places using 'tan + adjetivo + como', 'tanto/a/os/as + nombre + como', 'el mismo/la misma/los mismos/las mismas + nombre (+ que). Selecting destinations for vacations in one's own country and in Spanish speaking countries, looking for information on them and deciding upon the best option.

Unit 4

3 weeks

Different types of vacations – cultural/on the beach/ with relatives/related to sports, health, etc. Vocabulary related to the geography of a place – lakes, volcanos, beaches, forests, etc. Discussing the geography of a place or places with your classmates. Making a list of places you know in your country and informing your classmates about it. Use of 'saber' and 'conocer'. The double negation in Spanish – 'No...ni'. Verbs which are irregular in the first person – 'conocer, saber, conducir', etc. Ordinal numbers. Reading and discussing a blog on the topic of travel. Use of 'por/porque/para'. El Pretérito Perfecto. Sending a message to friends on Facebook about places one has travelled and activities one has done during that time. Writing about what one has done this weekend/this summer, etc. Some adjectives describing the personality of a person. Reading Travel Forums and discussing the personality traits of persons who are writing them.

Unit 5

3 weeks

Expressions related to study habits, both good and bad. Different definitions of education and which you think is the best. Finding out through a questionnaire as to how creative you are. Verbo + sustantivo. Nombre + adjetivo. Deber + infinitivo. What you think should be the characteristics of a good student/a good musician/a good painter, etc. Discussing strategies which can help one to learn better – use of colour and pictures, underlining, etc. El Gerundio. Listening to an interview with an expert on education. Discussing all that is changing in the education system and what continues to remain the same. Talking about activities one does in an educational institution and activities one does outside them. Expressing duration using 'desde', 'desde hace' 'hace...que', etc. Antes de/después de + infinitivo. Reading a Timetable or a Schedule and discussing what the person does before something and after something. Writing your own weekly Schedule and comparing it with a friend. Writing messages on Facebook telling about one's activity/activities. Empezar a + infinitivo, acabar de + infinitivo, tener que + infinitivo, poder + infinitivo, ir a + infinitivo.

Practical component (if any) - NIL

Essential/recommended readings

Any of the following textbooks may be prescribed and will be partially completed.

1. Alonso, Encina, et al, (2018), *Diverso A1-A2*, Libro de alumno, Madrid: SGEL.
2. Sans, N., et al. (2016). *Aula Internacional I*. Barcelona. Barcelona: Editorial Difusión
3. Campo C., et al. (2017). *Protagonistas A1*, Libro de alumno, Madrid: SM.
4. Baulenas, Neus Sans, et al. (2016). *Bítacora I*, Libro de alumno, Barcelona: Editorial Difusión.

5. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al., (2017). *Sueña I* Libro de Alumno, Salamanca: Grupo Anaya.
6. Martín Peris, E., Sans, N. (2016). *Gente I* Libro del alumno. Barcelona: Editorial Difusión.

Additional material can be also used.

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

Category-IV

GENERIC ELECTIVES (GE-2)

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 |
|---------------------|---------|-----------------------------------|----------|---------------------|----------------------|-----------------------------|
| | | Lecture | Tutorial | Practical/ Practice | | |
| | | | | | | |
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Learning Objectives

Enable student to

- 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 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain A1 Level of reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

Content:

Reading: Read and understand simple documents, texts, emails containing personal information, cultural aspect of the language, gastronomia, food items and their preparation, describe an ideal locality, express preferences and its frequency, read and understand how to express in an impersonal manner, free time activities, read texts in present continuous and present perfect tense etc.

Writing: Guided writing activities. A few sentences, short text or email describing gastronomia, writing recipes, preferences, free time activities, messages o facebook, articles on different, my ideal locality, climate and its influence on the culture. writing on vacations, blogs on travel, activities related to the recent past etc.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to write recipes of different dishes, travelling vocabulary, impersonal verbs, vocabulary related to the activities in the free time, blogs, vocabulary related to emails, climate, moods, colors etc.

Intercultural and cocultural: Introduction to Hispanic gastronomy, places to visit in Hispanic world, means of transports, leisure activities, comic strips, Latin America fashion, cinema, comic strips etc.

SYLLABUS OF GE-2

UNIT – I (3 Weeks)

The influence of the culture on your diet

Reading a text related to the topic, writing a recipe of your favourite dish and writing dialogues between a waiter and a client in a restaurant. Listen to an audio activity related to the topic. Talk to your classmates about a recipe of your favourite dish.

Read a text on the diversity of gastronomy. Write a menu and the contents of breakfast, lunch and dinner in the Hispanic world. Listen to a text related to the topic. Role-play activity of a waiter and clients.

UNIT – II (3 Weeks)

Leisure activities

Read a text related to the topic.

Write plan and intentions, write your opinion, write an email to a friend telling about what you do in your free time. Listen to a text related to the topic.

Exchange your plans and intentions, accept and reject, and learn to express your opinion. Read a text related to a topic. Write on the pictures given. Listen to a text related to a topic. Express your opinion on a video clip or audio activity.

UNIT – III (3 Weeks)

Climate

Read a text related to a topic.

Learn Impersonal verbs: LLueve, Nieva, Hace frío/calor, está nublado, hay viento etc.

Read a text related to a topic. Listen to a text related to a topic. Express different climatic conditions. Write a note on different seasons and its influences on daily life. Write pamphlets, articles, and interview a person about his preference for the season. Interview a person in the class about his/her preference for the season and record the audio.

UNIT – IV (3 Weeks)

An ideal locality

Read a text related to a topic.

Write a note on your locality. Quantifiers: algún, ningún, muchos etc. Preposiciones and adverbs of place: a, en al, al lado de, lejos, cerca etc. Write a brief note on your ideal locality and its direction. Listen to a text related to a topic and answer the questions. Listen to a text on an ideal locality and its direction. Talk to your classmates about your vision for an ideal place.

UNIT – V (3 Weeks)

Travelling

Read a text related to the topic.

Contents: saber and conocer, Irregular verbs and its participle form, Préterito perfecto, por, para, porque marcadores de lugar: a la derecha, al lado de... etc. Marcadores temporales: hoy, este año, esta mañana etc. Write on a series of pictures. Write a blog on a place recently visited and the activities. Listen to a text related to the topic. Express your points on a place recently visited.

Essential/recommended readings

Essential/recommended readings/Suggestive readings

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

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 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. 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. 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.