

**INDEX**  
**DEPARTMENT OF GRS (SPANISH)**  
**SEMESTER-VI**

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### Category III

#### B.A. Programme with Spanish as Non-Major

#### DISCIPLINE SPECIFIC CORE COURSE (DSC-6): Spanish in Context: Advanced 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: Advanced Level - 2	4	3	1	Nil	Pass in B.A. (Prog.) Sem. V	none

#### Learning Objectives

The Learning Objectives of this course are as follows:

At the end of Semester 6, a student will be able to:

- Read texts on various topics and answer questions on them.
- Write texts on a range of familiar subjects.
- Partially attain Level B2 of the Common European Framework (CEF).

#### Learning Outcomes

The Learning Outcomes of this course are as follows:

- Enable students to partially attain B2 Level of listening, speaking, reading and writing skills in the concerned language.
- Reading texts and answering questions on them.
- Equip students to write texts on a range of familiar subjects.

#### SYLLABUS OF DSC – 6

Content	Description
<b>Listening</b>	Listen to and understand texts on various topics like love, friendship, solidarity, triumph, talent, festivals, hypothetical situations, etc.
<b>Speaking, which includes:</b>	
1.Monologue	Present orally one's views on various topics like love, friendship, solidarity, triumph, talent, festivals, hypothetical situations, etc.
2.Dialogue	Engage in conversations on various topics like love, friendship, solidarity, triumph, talent, festivals, hypothetical situations, etc.
<b>Reading</b>	Read and understand texts, emails, blogs on various topics like love, friendship, solidarity, triumph, talent, festivals, hypothetical situations, etc.

<b>Writing</b>	Guided writing activities. Writing a text, an informal letter and e-mail, an article, a formal letter, etc.
<b>Morphosyntax &amp; Vocabulary</b>	Grammatical structures and vocabulary used to talk and write on various topics like love, friendship, solidarity, triumph, talent, festivals, hypothetical situations, etc.
<b>Intercultural and co-cultural</b>	Introduction to Spanish-speaking regions/countries, celebrities from Spanish speaking countries, fashion, cinema, comic strips, etc.

<b>Unit</b>	<b>Content</b>	<b>Duration</b>
<b>Unit 1</b>	Talking of love and friendship. Meaning of love and the various associated sentiments, both positive and negative. Reading and discussing fragments of poems on love. Vocabulary related to various sentiments. “Verbos valorativos – me molesta + infinitivo, me molesta(n) + sustantivo, me molesta + que + presente de subjuntivo.” Answering questions on different aspects of love. Writing about what love means to each student. Expectations from the persons one loves. What expectation each one has from his/her best friend. “Expresar deseos – querer, esperar, pedir, etc.” “Ojalá/ojalá que + subjuntivo.” “La escucha activa.” “Mayúsculas y minúsculas.” Reading and having a discussion on “Valentine’s day”. “Para que + subjuntivo.” Reading a text on true friendship - agreeing or disagreeing with the author. Learning how to write an informal letter and an e-mail and writing one of them to one’s friend telling him or her about one’s experiences of a summer vacation.	9 hours
<b>Unit 2</b>	Solidarity and what it means to be supportive, caring, humanitarian. Discussing what bullying is. Read about a news item about a victim of school bullying. Vocabulary related to bullying. “El condicional”. “Aconsejar o sugerir – debería(s) + infinitivo, podría(s) + infinitivo, yo que tú/yo en tu lugar+condicional.” “Deseos – me gustaría+infinitivo.” “El aprendizaje colaborativo”. Disabilities and civic responsibility. Vocabulary related to disabilities. “Estilo indirecto - transmitir mensajes – me ha dicho que..., me ha felicitado por..., me ha preguntado si...etc.”; transmitir peticiones, consejos, recomendaciones, órdenes o sugerencias – Dice que seas..., me ha pedido que le ayude, sugieren que votemos, etc.” Imagine that you have spoken to different persons and write what they have said to you. Read a text on how we can be good citizens. Vocabulary related to non-governmental organizations. Students to share their experiences and views on being a volunteer in some NGO. Imagine that one opens an NGO – what cause would he/she support, what activities would be done, etc. “El pretérito imperfecto de subjuntivo.” “Expresar condiciones poco probables – si pudiera ... crearía...” Learn how to write a formal letter.	9 hours

<p><b>Unit 3</b></p>	<p>Reading a text on the triumph of a Spanish football team – “La selección, el triunfo en equipo”. Discussing what each student thinks is the key to success as a team. Expressing happiness and satisfaction after winning. “El pretérito perfecto de subjuntivo.” “Expresar alegría y satisfacción – “que bien que/ es estupendo que/hacer ilusión que + subjuntivo; pretérito perfecto de subjuntivo.” Reading the text “Todo es posible” (Everything is posible). “El futuro compuesto.” “El condicional compuesto”. “Expresar hipótesis sobre el pasado – futuro compuesto, condicional simple y compuesto”. “Estilo directo a indirecto usando dijo/comentó, etc. que... (Presente a imperfecto, pretérito perfecto a pluscuamperfecto, imperfecto a imperfecto, indefinido a indefinido o pluscuamperfecto, futuro a condicional). Read about recipes which have had success. Write a recipe of one’s own. “Expresar modo – como + subjuntivo; gerundio (como prefieras; el arroz se hace mejor cocidiéndolo...)” Reading a text on talent - ¿Tiene usted talento?” “Pedir valoración y valorar – ¿qué te parece lo de + infinitivo/que + subjuntivo? – es una suerte/pena que + subjuntivo”. “Expresar deseos poco probables – ojalá + imperfecto de subjuntivo; condicional simple.”</p>	<p>9 hours</p>
<p><b>Unit 4</b></p>	<p>Reading the text – “Días para conmemorar”. Having a discussion on the favourite festival of each student. “Proponer y sugerir – habría que/estaría bien + infinitivo, estaría bien que + subjuntivo.” “Expresar deseos sobre el presente, el futuro y el pasado – me gustaría/habría gustado que + imperfecto de subjuntivo.” “Expresar tristeza y aflicción 1 – sentir, lamentar que/ser una pena, lástima....que + subjuntivo.” “Expresar condiciones hipotéticas y sus consecuencias en presente y futuro – si + imperfecto de subjuntivo, condicional simple.” Reading about the movie “Te doy mis ojos.” Having a discussion on the same. “Expresar empatía – sentir que + subjuntivo, te entiendo, sé cómo te sientes.” “Expresar desconocimiento – no sabía que + imperfecto de subjuntivo.” Read “Querido vecino” – a comic strip of a neighbourhood. Describe and discuss the same. Read about a contest – ¿Y qué hago? – concurso del mes: ¡El mejor consejo que te han dado nunca!”. “Transmitir sugerencias – estilo directo a indirecto (Imperativo al imperfecto de subjuntivo usando sugirió/aconsejó/recomendó, etc. que....”</p>	<p>9 hours</p>
<p><b>Unit 5</b></p>	<p>Read about and participate in a forum entitled “Hogar, dulce hogar” (Home, sweet home) and share one’s memories of childhood. “El pluscuamperfecto de subjuntivo”. “Expresar deseos y esperanzas sobre el pasado – ojalá + pluscuamperfecto de subjuntivo – me hubiera gustado + infinitivo. Read the text “Condiciones hipotéticas” (hypothetical situations) “Expresar condiciones hipotéticas – si +</p>	<p>9 hours</p>

	<p>pluscuamperfecto de subjuntivo, condicional compuesto/simple". Imagine past situations which each student would have liked to have happened and discuss what would have been the consequences of the same – "si hubiera aprendido español , habría ido a España." Read and discuss the text "Bebés y trabajo" (Babies and work) dealing with issues of working mothers, father's role, etc. "Expresar anterioridad en el futuro – cuando/antes de que + subjuntivo, futuro compuesto – "cuando nazca el bebé, ya habremos comprado todo lo necesario". Talk about all the things each student will have done before the end of the day, the week and the year.</p>	
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### References:

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

- Alonso Encina, et al. (2021). *Nuevo Diverso ESPAÑOL B*. Madrid: SGEL.
- Campo C., et al. (2017). *Protagonistas B1*. Madrid: SM Español para extranjeros.
- Campo C., et al. (2017). *Protagonistas B2*. Madrid: SM Español para extranjeros.
- Sanchez Lobato, et al. (2005). *Español sin fronteras 3*. Madrid: SGEL.
- Baulenas Neus Sans, et al. (2017). *Bítacora 3*. Barcelona: Editorial Difusión.
- Martinez María Angeles Alvarez, et al. (2017). *Sueña 3*. Madrid: Grupo Anaya.
- Bautista, Coto, et al. (2011). *Tema a Tema B2*. Madrid: Editorial Edelsa.

Additional material can be also used.