

Based on Undergraduate Curriculum Framework 2022

# UNIVERSITY OF DELHI

## UNDERGRADUATE PROGRAMMES OF STUDY STRUCTURE, COURSES & SYLLABI OF SEMESTER I - VI



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## COURSES OFFERED BY DEPARTMENT OF Germanic & Romance Studies

### Category II

**Courses for Undergraduate Programme of study with discipline as one of  
the Core Disciplines**

**B.A. Programme with French as Major**

### Semester I

**DISCIPLINE SPECIFIC CORE COURSE (DSC-1): French in Context: Basic Level – 1**

### 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		
<b>French in Context: Basic Level-1</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Passed Class XII</b>	<b>None</b>

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

### **Learning Objectives: (Reading, Writing, Listening and Speaking):**

In Semester 1, the student will learn

- about France and French speaking countries.
- to greet in different situations, introduce themselves, ask for information about others and introduce them, learn to communicate orally in formal and informal situations.
- to express their likes and dislikes, speak about their preferences.
- to read, understand a simple poster (announcing an event, a film) and to prepare a poster.
- to read, understand a blog and to write a short blog (about oneself, about one's family, expressing one's likes and dislikes. etc.)/ to reply to a blog.
- to read and understand a notice, an extract from a comic book.
- to describe a town/city, the locality in which one lives.
- to describe one's daily routine.
- to describe a person (physical and qualitatively)
- to describe one's family.

- to read, understand and reply to short messages.
- to read and understand an email.
- to write an email on simple subjects (introduce oneself, describe one's city, one's town, one's family)
- to carry out a basic telephone conversation.
- To narrate a recent event.

### Learning outcomes: (Reading, Writing, Listening and Speaking):

At the end of Semester 1, students will be able to

- read , listen to and understand simple texts and answer questions on them.
- write and talk about subjects pertaining to his/her immediate environment.
- interact in simple everyday situations.
- attain Level A 1.1 of reading , writing, listening and speaking skills as described in the Common European Framework.

### SYLLABUS OF DSC-1<sup>1</sup>

UNIT	CONTENT	HOURS
<b>Dossier 0</b>	<p><b>Reading Comprehension:</b> Short simple texts (extract of a comic book, academic calendar, classroom instructions) and posters (situations) and answer questions based on them.</p> <p><b>Writing:</b> Make a poster with two class instructions.</p> <p><b>Grammar:</b> Verb <i>s'appeler</i> (present tense), subject pronouns ( <i>je, tu, il/elle...</i>) accents in French, gender of countries, definite article ( <i>le, la, l' les</i>).</p> <p><b>Listening Comprehension:</b> Dialogues, short songs and answer questions on them. Associate the letter of the alphabet and its pronunciation. Write down numbers from 1-69.</p> <p><b>Speaking:</b> Introduce oneself, spell out one's name, the seasons in one's country, practice useful classroom phrases.</p> <p><b>Phonetics:</b> French alphabet.</p> <p><b>Vocabulary:</b> Greetings, names of people, countries, numbers, months of the year and days of the week.</p>	<b>2 hours</b>
<b>Dossier 1</b>	<p><b>Lessons 1-6 + Project (Weeks 2,3,4,5)</b></p> <p><b>Reading Comprehension:</b> Associating photos and short texts, posters (invitation to an event, a film) and answering questions on it, read a blog, a website, SMS and answer questions on it, putting a short dialogue in order.</p> <p><b>Writing:</b> Fill in personal information on a document ( a badge, a form, an enrollment form) write a tweet to introduce oneself, prepare a poster giving six photos and 6 arguments in favor of learning a foreign language.</p> <p><b>Grammar:</b> Difference between <i>tu</i> and <i>vous</i> and their use, indefinite articles (<i>un, une des</i>), question words ( <i>où, qui, quand quoi?</i> ), verb <i>être</i></p>	<b>11 hours</b>

<sup>1</sup> A text book contains 6-8 modules/units called *dossier* Each dossier with the exception of unite 0 which is the introductory unit comprises 6 lessons. Therefore, the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons.

	<p>( present tense), verbs in ER ( present tense), difference between <i>il est</i>, <i>c'est</i>, interrogative adjectives ( <i>quel, quelle...</i>), use of <i>parce que</i> ( to give a reason) and <i>pour</i> (objective).</p> <p><b>Listening comprehension:</b> Listen to short texts ( dialogues, conversations interviews) and answer questions on them.</p> <p><b>Speaking:</b> Greetings, introduce oneself, take leave, ask for and give information/personal details, to introduce another person (ex. classmates) , ask the identity of an unknown person, give reasons for learning a foreign language.</p> <p><b>Phonetics:</b> Different French sounds ( y, z), emphasis on the last syllable, different types of intonation ( rising , descending) and their use, mute ( un pronounced) letters, Liaison.</p> <p><b>Vocabulary:</b> Phrases to greet one another, polite phrases ( merci, s'il vous plait), nationalities, professions</p> <p><b>Cultural:</b> French names, importance of French as an international language.</p>	
<b>Dossier 2</b> <b>Lessons</b> <b>1-6 +</b> <b>Project</b> <b>(Weeks</b> <b>6,7, 8, 9)</b>	<p><b>Reading Comprehension:</b> Read a travel diary, symbols used in tourism, town map, forum, short texts on types of lodging, and answer questions based on them.</p> <p><b>Writing:</b> Write a travel diary, draw a map of your town or locality, write a message on a travel forum, explain one's choice of mode of transport, write a short introduction for a documentary on travelling, write a testimonial for a "couch surfer", prepare an advertisement to rent out a lodging.</p> <p><b>Grammar:</b> Prepositions used for countries and cities, prepositions to situate an object contracted articles with <i>à</i> and <i>de</i>, verbs <i>aller, venir and prendre</i> (present tense), make a negative sentence, ask questions.</p> <p><b>Listening comprehension:</b> Listen to an audioguide, information on a tourist place, conversation, report and answer questions on them.</p> <p><b>Speaking:</b> Name and situate places on a town map, talk about means of transport, get to know another person, talk about different types of lodging.</p> <p><b>Phonetics:</b> Different French sounds, l'elision, differentiate between masculine and feminine and singular and plural words.</p> <p><b>Vocabulary:</b> Names of countries and cities, important places in a town, means of transport, structures to get to know another person, lodging.</p> <p><b>Cultural:</b> French living abroad.</p>	<b>11</b> <b>hours</b>
<b>Dossier 3</b>	<p><b>Lessons 1-6 + Project (Weeks 10, 11, 12)</b></p> <p><b>Reading Comprehension:</b> Read content of websites, posters, advertisements and forums, testimonials family tree, instagram posts and answer questions based on them.</p> <p><b>Writing:</b> Describe a person, write a testimonial for 3 french tourists visiting your Country, prepare a poster for sporting activities, prepare and explain a medical survival kit.</p> <p><b>Grammar:</b> Masculine and feminine, singular and plural of qualifying adjectives, express one's likes and dislikes, the structure <i>faire + a sport</i>, emphatic pronouns, expression <i>avoir mal à + a part of the body</i>.</p>	<b>11</b> <b>hours</b>

	<p><b>Listening Comprehension:</b> Listen to recorded testimonials, conversations, short interviews and telephone conversations and answer questions on them.</p> <p><b>Speaking:</b> Describe/ introduce the family, describe a person, talk about preferences, activities, explain a health problem, ask and answer questions.</p> <p><b>Phonetics:</b> Differentiate between two close sounds, nasal vowels.</p> <p><b>Vocabulary:</b> Family, physical description and qualities of a person, verbs and expressions to present one's likes and dislikes, professions, activities ( sports related and artistic), parts of the body.</p> <p><b>Cultural:</b> Interviews with people related to tourism. Origin of tourists who visit Paris</p>	
<b>Dossier 4</b>	<p><b>Lessons 1-6+ Project</b></p> <p><b>Reading comprehension:</b> Read a short article, an email, a website or forum, facebook post, and invitation and answer questions based on them.</p> <p><b>Writing:</b> Describe your typical day, prepare an ideal work schedule, prepare a questionnaire to identify the preferred outings of the class, write an email, write an invitation, accept/reject an invitation.</p> <p><b>Grammar:</b> Different ways to tell the time, tell the time, reflexive verbs, verbs lire, écrire, devoir, vouloir, pouvoir, sortir (Present tense), present tense of IR verbs, imperative mode.</p> <p><b>Listening Comprehension:</b> Listen to messages on telephone, interviews, telephone conversations radio programs and answer questions on them.</p> <p><b>Speaking:</b> Ask for and tell the time, describe one's typical work day, describe one's daily activities, propose and give information on different types of outings.</p> <p><b>Phonetics:</b> Different types of intonation, typical french sounds ( semi vowels)</p> <p><b>Vocabulary:</b> Time, everyday activities, work schedule, outings.</p> <p><b>Cultural:</b> A day in the life of a Frenchman.</p>	<b>10 hours</b>

**Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Hirschsprung Nathalie, Tricot Tony avec la collaboration de d'Abreu Sophie et Veillon Anne (sons du français), Pardo Emilie ( s'exercer), Mous Nelly (DELF) : « *Cosmopolite A1 Méthode de français* », Hachette Français langue étrangère, 2017 Dossiers 0-4.
2. Cocton Marie-Noëlle, Pommier Emilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
3. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, Collige-Neunschwander Valerie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi – 1 Méthode de français* », Éditions Maison des Langues, 2018, Unités 0-4.
4. Abi Mansour D, Anthony S, Soucé A, Fenoglio P, Papin K. Vergues M: « *Odysée A1, Méthode de français* », CLÉ International, France, 2021, Unités 0-4.
5. Alcaraz Marion, Braud Céline, Calvez Aurélien, Cornuau Guillaume, Jacob Anne, Vidal Sandrine : « *Edito- A1 Méthode de français (2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 0-5.

6. Hirschsprung Nathalie, Mater Anais, Mathieu-Benoit Emilie, Mous Nelly, Tricot Tony : « *Cosmopolite A1 Cahier d'activités* », Hachette Français langue étrangère, 2017 Dossiers 0-4.
7. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 1-4.
8. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandrin (DELFL) : « *Défi – 1 Cahier d'activités* », Éditions Maison des Langues, 2018, Unités 0-4.
9. Rio Lénia : « *Odysée A1, Cahier d'activités* », CLÉ International, France, 2021, Unités 0-4.
10. Baylocq Marie-Pierre, Brémaud Stéphanie, Campopiano Stefano, Cheilan Clara : « *Edito A1 Cahier d'activités* », Les Éditions DIDIER FLE, 2022, Unités 0-5.

Additional material may be used.

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

#### DISCIPLINE SPECIFIC CORE COURSE (DSC-2): Oral Skills in French: Basic Level-1

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Oral Skills in French: Basic Level-1	4	3	1	Nil	Class XII pass	None

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

#### Learning Objectives:

In Semester 1, the student will learn to:

- read, listen to and understand simple texts and answer questions on them.
- talk about subjects pertaining to his/her immediate environment.
- interact in simple everyday situations.
- acquire basic language skills and holistic development of communicative abilities that would allow students to carry out basic communicative transactions like to introduce themselves and others, describe places, talk about their surroundings, express their likes and interests, etc., among other things.

**Learning Outcomes:**

At the end of the course, a student will:

- have revised and improved his/her pronunciation.
- be able to communicate more effectively and confidently in the concerned language with enhanced focus on oral comprehension and expression skills.
- Attain partial A1 level of listening and speaking skills of the Common European Framework (CEF).

**SYLLABUS OF DSC-2**

UNIT	CONTENT	HOURS
Unit 1	-Listen to short texts ( dialogues, conversations interviews) and answer questions on them. - Greetings, introduce oneself, take leave, ask for and give information/personal details, to introduce another person (ex. classmates) , ask the identity of an unknown person, give reasons for learning a foreign language.	11 hours
Unit 2	- Listen to an audioguide, information on a tourist place, conversation, report and answer questions on them. - Name and situate places on a town map, talk about means of transport, get to know another person, talk about different types of lodging.	11 hours
Unit 3	- Listen to recorded testimonials, conversations, short interviews and telephone conversations and answer questions on them. - Describe/ introduce the family, describe a person, talk about preferences, activities, explain a health problem, ask and answer questions.	11 hours
Unit 4	- Listen to messages on telephone, interviews, telephone conversations radio programs and answer questions on them. - Ask for and tell the time, describe one's typical work day, describe one's daily activities, propose and give information on different types of outings.	12 hours

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

1. « *Cosmopolite A1 Méthode de français* » : Nathalie Hirschsprung, Tony Tricot avec la collaboration de Sophie d'Abreu et Anne Veillon (sons du français), Emilie Pardo ( s'exercer), Nelly Mous (DELF), Hachette Français langue étrangère, 2017 Dossiers 0-4
2. « *L'Atelier A1, Méthode de français* » : Marie-Noëlle Cocton, Emilie Pommier, Delphine Ripaud, Marie Rabin, Les Éditions DIDIER, France, 2019, Unités 1-4
3. « *Défi – 1 Méthode de français* » : Fatiha Chahi, Monique Denyer, Audrey Gloaneac, Geneviève Briet, Valerie Collige-Neunschwander (capsules de phonétique), Raphaëlle Fouillet (précis de grammaire), Éditions Maison des Langues, 2018, Unités 0-4
4. « *Odysée A1, Méthode de français* » : D. Abi Mansour, S. Anthony, A. Soucé, P. Fenoglio, K. Papin, M. Vergues, CLÉ International, France, 2021, Unités 0-4
5. « *Edito- A 1 Méthode de français (2<sup>e</sup> édition)* » : Marion Alcaraz, Céline Braud, Aurélien Calvez, Guillaume Cornuau, Anne Jacob, Sandrine Vidal, Editions DIDIER FLE, 2022, Unités 0-5.

6. « *Cosmopolite A1 Cahier d'activités* » : Nathalie Hirschsprung, Anais Mater, Emilie Mathieu-Benoit, Nelly Mous, Tony Tricot, Hachette Français langue étrangère, 2017 Dossiers 0-4
7. « *L'Atelier A1, Cahier d'activités* » : Marie-Noëlle Cocton (coordination pédagogique), Émilie Pommier, Delphine Ripaud, Marie Rabin, Les Éditions DIDIER, France, 2019, Unités 1-4
8. « *Défi – 1 Cahier d'activités* » : Fatiha Chahi, Monique Denyer, Audrey Gloaneac, Geneviève Briet, Camille de Rongé (phonétique), Nancy Verhulst (phonétique), Alexandrin Horquin (DELFF) Éditions Maison des Langues, 2018, Unités 0-4
9. « *Odysée A1, Cahier d'activités* » : Lénia Rio, CLÉ International, France, 2021, Unités 0-4
10. « *Edito A1 Cahier d'activités* » : Marie-Pierre Baylocq, Stéphanie Brémaud, Stefano Campopiano, Clara Cheilan, Editions DIDIER FLE, 2022, Unités 0-5

Additional material may be used.

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

## Semester II

### DISCIPLINE SPECIFIC CORE COURSE (DSC-3): French 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		
French in Context: Basic Level-2	4	3	1	Nil	Successfully completed sem. I	Successfully completed sem. I

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60



**Learning Objectives: (Reading, Writing, Listening and Speaking):**

In Semester 2, the student will learn to

- Read and understand simple documents, texts, emails describing one's routine, sports, shops, menus, recipes, weather report, travelogues etc.
- Listen to and understand basic phrases/ dialogues concerning one's daily routine, hobbies, purchases, recipes, etc.
- Present orally one's routine, one's likes and dislikes, express one's opinion, give advices...
- Engage in a simple conversation in everyday situations such as making purchases, talking about the weather, ordering a meal, etc.
- Describe past events and talk about recent events and plans.
- Describe a person physically and morally.
- Accomplish guided writing activities. A few sentences, short text, email describing one's daily routine, hobbies, preparing menus, writing recipes, weather report, travelogues...

**Learning outcomes: (Reading, Writing, Listening and Speaking):**

At the end of Semester 2, a student will

- be able to read, listen to and understand simple texts so as to answer questions on them;
- be able to write and talk on subjects pertaining to his/her immediate environment;
- interact in simple everyday situations.
- attain Level A1 of the Common European Framework (CEF).

**SYLLABUS OF DSC-3<sup>2</sup>**

UNIT	CONTENT	DURATION
<b>Dossier 5</b>	<p><b>Lessons 1-6 + Project (Weeks 1,2,3,4)</b></p> <p><b>Reading Comprehension:</b> Read content of an article (online newspaper, magazine etc.) , learning diary, biography of Francophone writers, extract of a literary text and answer questions based on them.</p> <p><b>Writing:</b> Make a list of things you did to improve your French language skills and compare with others in your class, make a list of 5 top young talented people of your country, write biography of a writer from your country who has won a prize in literature, present your favourite book and describe its protagonist, describe a famous chef in your country.</p> <p><b>Grammar:</b> <i>passé composé, passé récent, futur proche</i> , verb <i>Dire</i> (present tense), time markers, the structure <i>être</i> + adjective, the structure <i>avoir</i> + noun + adjective, the adjective <i>même</i>, usage of <i>passé composé</i> to talk about past events, usage of present tense to talk about current events, imperative.</p> <p><b>Listening comprehension:</b> Listen to interviews, radio programs and answer questions based on them.</p> <p><b>Speaking:</b> Describe past events and recent events and plans, present biography and describe a person physically and give advices.</p>	<b>11 hours</b>

<sup>2</sup> A text book contains 6-8 modules/units called *dossier* Each dossier with the exception of unit 0 which is the introductory unit comprises 6 lessons. Therefore, the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons. In Semester 2, the remaining units of the text book will be covered i.e from Unit 5-8.

	<p><b>Phonetics:</b> The pronunciation of viens /vient[vj] and viennent [vjɛn], identify the silent e.</p> <p><b>Vocabulary:</b> Indicators of time, words used to describe one's education, success and plans, certain important stages of a person's life, physical description of a person and resemblances, words related to the job of a restaurant owner, newspapers and reports.</p> <p><b>Cultural:</b> Read articles in the press in order to discover and understand the world better.</p>	
<b>Dossier 6</b>	<p><b>Lessons 1-6 + Project (Weeks 5,6,7,8)</b></p> <p><b>Reading Comprehension:</b> Read the contents of a webpage of a travel agency(travel itinerary), travel pamphlet, webpage of a guest house or hotel, travel diary, travel testimonials and answer questions based on them.</p> <p><b>Writing:</b> Make a travel plan for visiting a Francophone destination (type of travel, describe this Francophone destination, its location on map), choose any three cities of your choice and describe them, associate a colour with these cities,etc., write an article on a unique type of stay available in your country to attract Francophone tourists, write a column for a travel web page on top destinations in your country to visit according to the climate or season of the place, write a travel diary and describe your experiences.</p> <p><b>Grammar:</b> <i>Future Simple</i>, the structure <i>Il faut</i>, pronoun <i>y</i>, place of qualifying adjectives, present tense of IR verbs, structures to talk about climate and weather forecast, express emotions and feelings.</p> <p><b>Listening comprehension:</b> Listen to a telephonic conversation, radio program, audio post card, interviews, weather forecast, audio travel diary and answer questions based on them.</p> <p><b>Speaking:</b> Understanding the itinerary of a stay, choose a destination and travel package, describe a city or a place, describe types of accommodation, talk about seasons and climate, express one's emotions and feelings.</p> <p><b>Phonetics:</b> Nasal vowel [ɑ̃], consonant root system.</p> <p><b>Vocabulary:</b> Words related to travel, expressions of place, colours, adjectives for describing a place, different parts of the house and adjectives to describe them, weather, climate, months and seasons, emotions and feelings</p> <p><b>Cultural:</b> Francophone countries and overview of Francophony in 2015.</p>	<b>11 hours</b>
<b>Dossier 7</b>	<p><b>Lessons 1-6 + Project (Weeks 9,10,11,12)</b></p> <p><b>Reading Comprehension:</b> Read and understand the contents of a menu, webpage, article(magazine or newspaper), observe photofit of a reader of a paperback and answer questions based on them.</p> <p><b>Writing:</b> Compose an ideal menu choosing the French dishes and specialties available in French restaurants in your city or country, prepare the menu of a French meal precising the quantity, create and compare photofit of an average reader of your class group and country (average age, qualification, city, number of books read, type of books read etc.) . Write an article on evolution or transformations in French gastronomy(previously and currently) and answer questions based on them.</p>	<b>11 hours</b>

	<p><b>Grammar:</b> Indefinite article, partitive article, express definite quantities, pronoun <i>en</i>, structures for comparison, <i>imparfait</i>, expressions of time (past), verb <i>Payer</i> in present tense, structures for understanding and receiving a client, French reciprocal pronomial verbs.</p> <p><b>Listening comprehension:</b> Listen to interviews, conversations, audio article, report, radio programs and answer questions based on them.</p> <p><b>Speaking:</b> Give an opinion, make a purchase, compare one's habits, talk about changes from yesterday to today, buy clothes, give positive or negative judgements about your favourite places or monument in your city or country.</p> <p><b>Phonetics:</b> Various French sounds, expressive intonation.</p> <p><b>Vocabulary:</b> Food items, ingredients, components of a menu, make a purchase, words related to gastronomy, reading, clothes and accessories, structures used to give negative or positive judgement.</p> <p><b>Cultural:</b> French export products or presence of French products in other countries, slogans.</p>	
<b>Dossier 8</b>	<p><b>Lessons 1-6 + Project (Weeks 13,14,15)</b></p> <p><b>Reading Comprehension:</b> Read and understand student testimonials about their educational experiences or journey, restaurant reviews and answer questions based on them.</p> <p><b>Writing:</b> Write an article on student's testimonials about their educational journey, plan a costume party, create a profile on a website to meet locals while travelling and share a meal at their house, write your suggestions and advices for organising a party.</p> <p><b>Grammar:</b> <i>Imparfait</i>, <i>passé composé</i> and present tense, structures to place an order in a restaurant, personal pronouns: direct object (<i>le, la, les</i>), and indirect object (<i>lui, leur</i>), relative pronouns (<i>qui, que</i>), prepositions <i>chez/avec/sans</i> + emphatic pronouns, structures for giving an opinion or an advice.</p> <p><b>Listening comprehension:</b> Listen to audio testimonials, conversations, interviews, and answer questions based on them.</p> <p><b>Speaking:</b> Talk about one's educational journey of learning French, describe a restaurant, place an order, choose an outfit, describe a person or a thing, recommend a film or a show, organise a party.</p> <p><b>Phonetics:</b> Various French sounds.</p> <p><b>Vocabulary:</b> Words to talk about one's educational journey, adjectives and expressions to describe a restaurant, place an order in a restaurant, buy and rent clothes, words related to a meal, films and shows, festive events (festival, birthday party etc.).</p> <p><b>Cultural:</b> Program or schedule of a cultural event.</p>	<b>12 hours</b>

**Practical component (if any) - NIL**

**Essential/recommended readings:** Any of the text books given below may be prescribed:

11. Hirschsprung Nathalie, Tricot Tony avec la collaboration de d'Abreu Sophie et Veillon Anne (sons du français), Pardo Emilie (s'exercer), Mous Nelly (DELF): « *Cosmopolite A1 Méthode de français* », Hachette Français langue étrangère, 2017 Dossiers 5-8.

12. Cocton Marie-Noëlle, Pommier Emilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 5-8.
13. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, Collige-Neunschwander Valerie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi – 1 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8.
14. Abi Mansour D, Anthony S, Soucé A, Fenoglio P, Papin K. Vergues M: « *Odysée A1, Méthode de français* », CLÉ International, France, 2021, Unités 5-8.
15. Alcaraz Marion, Braud Céline, Calvez Aurélien, Cornuau Guillaume, Jacob Anne, Vidal Sandrine : « *Edito- A 1 Méthode de français (2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 6-10.
16. Hirschsprung Nathalie, Mater Anais, Mathieu-Benoit Emilie, Mous Nelly, Tricot Tony : « *Cosmopolite A1 Cahier d'activités* », Hachette Français langue étrangère, 2017 Dossiers 5-8.
17. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
18. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandrin (DELFI) : « *Défi – 1 Cahier d'activités* », Éditions Maison des Langues, 2018, Unités 5-8.
19. Rio Lénia : « *Odysée A1, Cahier d'activités* », CLÉ International, France, 2021, Unités 5-8.
20. Baylocq Marie-Pierre, Brémaud Stéphanie, Campopiano Stefano, Cheilan Clara : « *Edito A1 Cahier d'activités* », Les Éditions DIDIER FLE, 2022, Unités 6-10.

Additional material may be used.

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

#### DISCIPLINE SPECIFIC CORE COURSE (DSC-4): Oral Skills in French: Basic Level-2

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Oral Skills in French: Basic Level-2	4	3	1	Nil	Successfully completed sem. I	Successfully completed sem. I

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorial	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				

4	3	1	0	45	15	0	60
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### Learning Objectives:

In Semester 2, the student will learn to :

- narrate experiences and events,
- ask for and give information
- talk of their daily routine, etc., among other things.

### Learning Outcomes:

At the end of the course, a student will:

- have revised and improved his/her pronunciation
- be able to communicate more effectively and confidently in the concerned language with enhanced focus on oral comprehension and expression skills
- be able to formulate simple sentences, ask and answer questions about subjects pertaining to his/her immediate environment.
- attain Level A1 of listening and speaking skills of the Common European Framework (CEF).

### SYLLABUS OF DSC-4

Contents:

UNIT	CONTENT	HOURS
<b>UNIT 1</b>	- Listen to interviews, radio programs and answer questions based on them. - Describe past events and recent events and plans, present biography and describe a person physically and give advices.	<b>11 hours</b>
<b>UNIT 2</b>	- Listen to a telephonic conversation, radio program, audio post card, interviews, weather forecast, audio travel diary and answer questions based on them. - Understanding the itinerary of a stay, choose a destination and travel package, describe a city or a place, describe types of accomodation, talk about seasons and climate, express one's emotions and feelings.	<b>11 hours</b>
<b>UNIT 3</b>	- Listen to interviews, conversations , audio article, report, radio programs and answer questions based on them. - Give an opinion, make a purchase, compare one's habits, talk about changes from yesterday to today, buy clothes, give positive or negative judgements about your favourite places or monument in your city or country.	<b>11 hours</b>
<b>UNIT 4</b>	- Listen to audio testimonials, conversations, interviews, and answer questions based on them. - Talk about one's educational journey of learning French, describe a restaurant, place an order, choose an outfit , describe a person or a thing, recommend a film or a show, organise a party.	<b>12 hours</b>

**Practical component (if any) - NIL****Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Hirschsprung Nathalie, Tricot Tony avec la collaboration de d'Abreu Sophie et Veillon Anne (sons du français), Pardo Emilie ( s'exercer), Mous Nelly (DELF) : « *Cosmopolite A1 Méthode de français* », Hachette Français langue étrangère, 2017 Dossiers 5-8.
2. Cocton Marie-Noëlle, Pommier Emilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 5-8.
3. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, Collige-Neunschwander Valerie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi – 1 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8.
4. Abi Mansour D, Anthony S, Soucé A, Fenoglio P, Papin K. Vergues M: « *Odysée A1, Méthode de français* », CLÉ International, France, 2021, Unités 5-8.
5. Alcaraz Marion, Braud Céline, Calvez Aurélien, Cornuau Guillaume, Jacob Anne, Vidal Sandrine : « *Edito- A 1 Méthode de français (2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 6-10.
6. Hirschsprung Nathalie, Mater Anais, Mathieu-Benoit Emilie, Mous Nelly, Tricot Tony : « *Cosmopolite A1 Cahier d'activités* » , Hachette Français langue étrangère, 2017 Dossiers 5-8.
7. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier A1, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
8. Chahi Fatiha, Denyer Monique, Gloaneac Audrey, Briet Geneviève, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandrin (DELF) : « *Défi – 1 Cahier d'activités* », Éditions Maison des Langues, 2018, Unités 5-8.
9. Rio Lénia : « *Odysée A1, Cahier d'activités* », CLÉ International, France, 2021, Unités 5-8.
10. Baylocq Marie-Pierre, Brémaud Stéphanie, Campopiano Stefano, Cheilan Clara : « *Edito A1 Cahier d'activités* », Les Éditions DIDIER FLE, 2022, Unités 6-10.

Additional material may be used.

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**Semester III****DISCIPLINE SPECIFIC CORE COURSE (DSC-5): French in Context: Intermediate Level – 1**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
French in Context:	4	3	1	Nil	Successfully completed sem. I & II	Successfully completed sem. I & II

<b>Intermediate Level – 1</b>						
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<b>Total No. Credits</b>	<b>Distribution of total credits</b>			<b>No. of Hours of Lectures</b>	<b>No. of Hours of Tutorials</b>	<b>No. of Hours of Practical</b>	<b>Total Hours of Teaching</b>
	<b>Lecture (Credits)</b>	<b>Tutorial (Credits)</b>	<b>Practical (Credits)</b>				
4	3	1	0	45	15	0	60

### **Learning Objectives: (Reading, Writing, Listening and Speaking):**

In Semester 3, the student will learn to

- understand and extract the essential information from short, clear, simple messages, announcements and short recorded passages.
- understand simple directions.
- dealing with predictable everyday matters.
- reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.
- describe using simple language different aspects of his or her background, relevant environment and matters in areas of immediate need such as narrating past events and future plans, commenting on and presenting simple texts, describing visual materials (photos, pictures, etc.)
- communicate in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend, making and responding to suggestions, agreeing and disagreeing with others, etc.
- describe past, present and future events.
- write short, simple notes and messages relating to matters in areas of immediate need.

### **Learning outcomes: (Reading, Writing, Listening and Speaking):**

At the end of Semester 3, a student will be able to

- read and understand straightforward factual texts on frequently used expressions related to areas of immediate relevance.
- understand the main points of simple audio messages or recorded material and read and understand simple texts about familiar subjects delivered relatively slowly and clearly.
- describe experiences, feelings and events in some detail.
- attain partially A2 Level of the Common European Framework (CEF).

### **SYLLABUS OF DSC-5<sup>3</sup>**

<sup>3</sup> A text book contains 6-8 modules/units called *dossier*. Each dossier comprises of 6 lessons. Therefore, the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons. In Semester 3, initial 4 units of the text book will be covered i.e. from Unit 1-4.

## Contents:

UNIT	CONTENT	DURATION
<b>Dossier 1</b>	<p><b>Reading Comprehension:</b> Read content of an article on internet, a travel column, a brochure observe images and answer questions based on them.</p> <p><b>Writing:</b> Compare your maternal language with french , prepare program of a linguistic stay in France, write a guide book and propose a visit for francophone tourists, create a brochure for types of accomodation for francophone students visiting your city for a linguistic stay, write description of an unfamiliar place in your city, prepare a list of touristic activities available in your city(cultural, sportive, etc.).</p> <p><b>Grammar:</b> Expressions of comparison, indirect pronoun <i>y</i> and <i>en</i> to replace a thing, a place or an idea, pronoun <i>COD</i> and <i>COI</i> to avoid repetition, structures to express rules and give recommendations : imperatif, verb <i>devoir</i> + infinitif form of the verb, <i>il faut</i> + infinitif form of the verb, <i>il est impératif de</i> , negation ( <i>ne... plus</i> , <i>rien</i>, <i>personne</i>, <i>jamais</i> ...), adverbs and adverbial phrase for describing a place, relative pronouns (<i>qui</i>, <i>que</i> (or <i>qu'</i>), <i>à qui</i> , <i>avec qui</i> for giving precisions.</p> <p><b>Listening comprehension:</b> Listen to a conversation on a mobile application, on an internet website, radio show, telephonic conversation and answer questions based on them.</p> <p><b>Speaking:</b> Compare linguistic stays, follow an administrative procedure, organise a trip, enquire about an accomodation, describe a place, give clarifications.</p> <p><b>Phonetics:</b> Prononunciation of the word <i>plus</i>, the nasal vowels [ã] [ē], intonation for expressing obligation.</p> <p><b>Vocabulary:</b> Words related to description of a linguistic stay, administrative formalities, means of travel: car pool, describe an accomodation, words to describe an unfamiliar place, places in the city, touristic activities in your city.</p> <p><b>Cultural:</b> Visiting Paris, France, complete your cultural report card.</p>	<b>11 Hours</b>
<b>Dossier 2</b>	<p><b>Reading Comprehension:</b> Read and understand contents of an article , brochure, testimonials, flyer, travel testimonial and answer questions based on them.</p> <p><b>Writing:</b> Write about your trip to an infamiliar place in your city that you may propose to francophone tourists, read the programme of a travel agency, present a touristic activity of your city for francophone tourists, give advices, make a guide book, write a testimonial: choose the theme of your testimonial(travel memory, public speaking etc.) and express your emotions and sentiments related to this testimonial, prepare a flyer for a sports activity , present travel to an unfamiliar place.</p> <p><b>Grammar:</b> Accord of past participle with the verb <i>être</i> in <i>passé composé</i>, express an obligation, prohibition and give advices, use of present subjunctive to express an obligation, <i>passé composé</i> and <i>imparfait</i> to narrate past events , memories, <i>c'est ... qui</i>, <i>c'est... que</i></p>	<b>11 hours</b>



	<p>in order to highlight, gender of nouns, expressions of time: <i>il y a, pendant, depuis, dans</i>.</p> <p><b>Listening comprehension:</b> Listen to a musical piece on an internet website, a conversation on a travel plan in a café of languages, radio chat show.</p> <p><b>Speaking:</b> Narrate an experience, understand the advices and safety instructions, talk about your emotions and sentiments, plan a weekend, describe a travel to an unfamiliar place, describe one's journey.</p> <p><b>Phonetics:</b> Nasal vowels [ã] [ɜ], the pronunciation of <i>passé composé</i> and <i>imparfait</i>, <i>liaison</i> with sounds [z], [t] and [n].</p> <p><b>Vocabulary:</b> Words to describe a touristic activity, verbs and structures for expressing rules and giving recommendations, expressing sentiments and emotions, words to describe an unusual sports activity, the characteristics of informal French, words related to professional and personal journey.</p> <p><b>Cultural:</b> Intercultural meeting, a cultural exchange.</p>	
<b>Dossier 3</b>	<p><b>Reading Comprehension:</b> Read and understand contents of a job offer, a message for job search, website offering services near you, testimonials, different sections of a CV, read an article in a magazine meant for francophone readers and answer questions based on them.</p> <p><b>Writing:</b> Create a job offer for your center of languages, write your speculative CV, write an advertisement offering your services, give advices to a francophone who is looking for a job in your country/city, present a CV(classic or unique) and a motivation letter, write a short testimonial about your professional or educational journey.</p> <p><b>Grammar:</b> Logical connectors for structuring a speech, adverbs: regular and irregular to give precision, hypothesis with <i>si</i> for giving advices and indicating consequences, <i>plus que parfait</i> for describing past events, asking questions in a formal situation, indefinite adjectives for expressing quantities ex- <i>quelques, plusieurs</i>.</p> <p><b>Listening comprehension:</b> Listen to a job interview, conversation on an internet website, radio chat show, radio interview on testimonials.</p> <p><b>Speaking:</b> Understanding a job offer, searching for a job, offering services, giving advices, talking about one's professional journey, replying to formal questions and preparing for a professional interview.</p> <p><b>Phonetics:</b> Sounds [s] and [z], denasalisation, pronunciation of <i>tous</i> and <i>tout</i>.</p> <p><b>Vocabulary:</b> Words to describe professional competencies and qualities, words related to a professional interview, professional application (speculative/ telephonic interview), words related to exchange of services, studies, professional experience(CV), words related to a professional interview (description of an internship, professional qualities).</p> <p><b>Cultural:</b> French speaking community on television: TV5 monde, television shows such as: Destination francophony, ERASMUS program, importance of bilingual education.</p>	<b>11 hours</b>

<b>Dossier 4</b>	<p><b>Reading Comprehension:</b> Read and understand contents of an article on a forum about a television series, read the account of an event , article in a newspaper about an author of a comic script and answer questions based on them.</p> <p><b>Writing:</b> Present your favourite series, describe a cultural event, prepare a survey about different cultural practices in your country, write an article to present an art form (painting,theatre, circus etc.) and famous artists related to each art form, present an author of a francophone comic script and write questions to ask from this author, give advices and suggestions to be given to the creative guide of the show <i>Cirque du Soleil</i> to plan a similar event in your country.</p> <p><b>Grammar:</b> Place of adverbs( simple and complex tenses), <i>ce que/ce qui... c'est/ce sont...</i> for highlighting, interrogative pronouns (<i>lequel , laquelle, lesquels, lesquelles</i>) for asking an information or a precision, the superlative for expressing superiority or inferiority, interrogation for asking question in oral and written form (inverted question ), conditional present to express a wish and give an advice.</p> <p><b>Listening comprehension:</b> Listen to an interview, radio show on cultural forum, radio chat show on infographic survey.</p> <p><b>Speaking:</b> Present, modify and explain facts, give account of an event, reply to a survey, give appreciation, ask for explanations, express desires and give advices.</p> <p><b>Phonetics:</b> Sounds [r],[y], [o] and [u] , pronunciation in imparfait and conditional present.</p> <p><b>Vocabulary:</b> Words related to television series, words and expressions that describe professional success, festive (musical festival) and cultural events, present the results of a survey, describe an age group, words related to cultural life, to the world of showbiz, words related to comic strip, live performances, words and expressions for giving advices and expressing wishes.</p> <p><b>Cultural:</b> A new king at Versailles, French cinema abroad.</p>	<b>12 hours</b>

### Practical component (if any) - NIL

**Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Mater Anaïs, Mathieu-Benoit Émilie, Hirschsprung Nathalie, Mous Nelly, Tricot Tony : « *Cosmopolite- A2 Méthode de français* », Hachette Français langue étrangère, 2017 Dossiers 1-4.
2. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine : « *L'Atelier-A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
3. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, Briet Geneviève, Collige-Neueschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi- 2 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8.
4. Bredelet A., Bufferne M., Mègre B., Rodrigues W. M. : « *Odyssée- A2, Méthode de français* », CLÉ International, France, 2021, Unités 1-6.

5. Fafa Clémence, Gajdosova Florence, Horquin Alexandra, Pasquet Aïrelle, Perrard Marion, Petitmengin Violette, Sperandio Caroline, Dodin Marlène (DELF), Veldeman-Abry Julie (phonétique) : « *Edito-A2 Méthode de français (2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 1-6.
6. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine: « *Cosmopolite- A2 Cahier d'activités* », Hachette Français langue étrangère, 2017 Dossiers 1-4.
7. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier- A2, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.
8. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandra (DELF) : « *Défi- 2 Cahier d'exercices* », Éditions Maison des Langues, 2018, Unités 1-4.
9. Chanéac-Knight Laëtitia : « *Odysée- A2, Cahier d'activités* », CLÉ International, France, 2021, Unités 1-6.
10. Amoravain Roxane, Blasco Valérie, Gatin Marie, Lions-Olivieri Marie-Laure : « *Edito-A2 Cahier d'activités* », Les Éditions DIDIER FLE, 2022, Unités 1-6.

Additional material may be used.

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

#### DISCIPLINE SPECIFIC CORE COURSE (DSC-6): Oral Skills in French: Intermediate Level-1

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Oral Skills in French: Intermediate Level-1	4	3	1	Nil	Successfully completed sem. I & II	Successfully completed sem. I & II

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

#### Learning Objectives:

At the end of Semester 3, students will learn to :

- listen to and understand simple texts and answer questions on them.

- talk on subjects pertaining to his/her immediate environment.
- interact in simple everyday situations.

### Learning Outcomes:

At the end of the course, a student will :

- have revised and improved his/her pronunciation.
- be able to communicate more effectively and confidently in the concerned language with enhanced focus on oral comprehension and expression skills.
- attain partially Level A2 of listening and speaking skills as described in the Common European Framework(CEF).

### SYLLABUS OF DSC-6

UNIT	CONTENT	DURATION
<b>Unit 1</b>	<ul style="list-style-type: none"> <li>- Listening, analysing and synthesizing information, ideas presented in a talk/lecture/radio commentary/TV programme on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.</li> <li>- Understanding films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.</li> <li>- Reading, analysing and summarising texts/articles on different social issues or current affairs.</li> <li>- Giving detailed accounts of experiences, feelings and reactions, giving details of unpredictable occurrences, e.g., an accident.</li> </ul>	<b>11 hours</b>
<b>Unit 2</b>	<ul style="list-style-type: none"> <li>- Narrating the plot of a book or film and describing his/her reactions.</li> <li>- Describing dreams, hopes, ambitions, events, real or imagined/preparing.</li> <li>- Conducting and presenting results of opinion polls on various social issues.</li> <li>- Preparing and presenting a skit/debating or making oral presentations on various social issues.</li> <li>- Narrating one's experiences of foreign language learning.</li> <li>- Explaining why something is a problem.</li> <li>- Giving brief comments on the views of others.</li> <li>- Comparing and contrasting alternatives/discussing what to do, where to go, who or which to choose.</li> </ul>	<b>11 hours</b>
<b>Unit 3</b>	<ul style="list-style-type: none"> <li>- Developing a repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics related to culture and civilisation.</li> <li>- Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future in a more coherent and sequenced manner, more detailed knowledge and usage of connectors, fairly developed sense of various moods, tenses and voices etc.</li> <li>- Developing sufficient understanding of phonological specificities and intonations of French to help learners articulate</li> </ul>	<b>11 hours</b>

	more clearly and read more independently predicting pronunciation of unknown words.	
<b>Unit 4</b>	<ul style="list-style-type: none"> <li>- Awareness of the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own in order to perform and respond to a wide range of social functions selecting the appropriate register.</li> <li>- Basic knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of France and Francophone countries.</li> <li>- Awareness of the salient politeness conventions and acting and responding appropriately.</li> </ul>	<b>12 hours</b>

**Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Mater Anaïs, Mathieu-Benoit Émilie, Hirschsprung Nathalie, Mous Nelly, Tricot Tony : « *Cosmopolite- A2 Méthode de français* », Hachette Français langue étrangère, 2017 Dossiers 1-4.
2. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine : « *L'Atelier-A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 1-4.
3. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, Briet Geneviève, Collige-Neueschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi- 2 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8.
4. Bredelet A., Bufferne M., Mègre B., Rodrigues W. M. : « *Odyssée- A2, Méthode de français* », CLÉ International, France, 2021, Unités 1-6.
5. Fafa Clémence, Gajdosova Florence, Horquin Alexandra, Pasquet Aïrelle, Perrard Marion, Petitmengin Violette, Sperandio Caroline, Dodin Marlène (DELFL), Veldeman-Abry Julie (phonétique) : « *Edito-A2 Méthode de français (2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 1-6.
6. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine: « *Cosmopolite- A2 Cahier d'activités* », Hachette Français langue étrangère, 2017 Dossiers 1-4.
7. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier- A2, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 1-4.
8. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandra (DELFL) : « *Défi- 2 Cahier d'exercices* », Éditions Maison des Langues, 2018, Unités 1-4.
9. Chanéac-Knight Laëtitia : « *Odyssée- A2, Cahier d'activités* », CLÉ International, France, 2021, Unités 1-6.
10. Amoravain Roxane, Blasco Valérie, Gatin Marie, Lions-Olivieri Marie-Laure : « *Edito-A2 Cahier d'activités* », Les Éditions DIDIER FLE, 2022, Unités 1-6.
11. Hirschsprung Nathalie : « *Préparation à l'examen du DELF A2* », Hachette , 2007.

Additional material may be used.

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

## Semester IV

## DISCIPLINE SPECIFIC CORE COURSE (DSC-7): French in Context: Intermediate Level – 2

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
French in Context: Intermediate Level – 2	4	3	1	Nil	Successfully completed sem. I,II & III.	Successfully completed sem. I,II & III.

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

**Learning Objectives: (Reading, Writing, Listening and Speaking):**

In Semester 4, the student will learn to

- read and understand relevant information in everyday material, such as letters, brochures, etc. in order to recognise significant points and line of argument in the treatment of the issue presented
- write personal letters describing experiences, feelings and events in some detail
- write a short story/anecdote and writing about feelings/impressions
- understand the main points of short radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear
- exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within one's field with some confidence
- discuss topics moving out of the immediate environment of the students such as discussing film/book/advertisement, TV radio programmes, current issues, preparing and coping with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase, making a complaint

**Learning outcomes: (Reading, Writing, Listening and Speaking):**

At the end of Semester 4, a student will be able to

- acquire intermediate level of language skills related to familiar routine and non-routine matters.
- Complete Level A2 Level of the Common European Framework (CEF).

**SYLLABUS OF DSC-7<sup>4</sup>**

<sup>4</sup> A text book contains 6-8 modules/units called *dossier*. Each dossier comprises of 6 lessons. Therefore, the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total

UNIT	CONTENT	HOURS
<b>Dossier 5</b> <b>(Lessons 1-6 + Project)</b>	<p><b>Reading Comprehension:</b> Read content of an online newspaper article, online website of a university , a poster announcing council meeting of a neighbourhood and answer questions based on them.</p> <p><b>Writing:</b> Write characteristics of French people, write details of three exercises of the oral expression exam of DELF A2, make a list of major cultural differences between the French people and the people of your country, make an infographic illustrating these differences, write a short description of your activities in line with the association.</p> <p><b>Grammar:</b> structure <i>c'est/ce sont</i> + noun or indefinite pronoun + relative clause to characterise people, indirect speech in present tense to report , relative pronouns <i>où</i> and <i>dont</i> for giving details, demonstrative pronouns (<i>celui, celle, ceux, celles</i>) to indicate and give precisions, continuous present to talk about an ongoing action , <i>futur proche</i> tense and <i>recent past</i> tense(revision).</p> <p><b>Listening comprehension:</b> Listen to a interview on Skype, a conversation on social networking website, interview on radio, travel diary.</p> <p><b>Speaking:</b> Characterise a person, report a speech, express disagreement, speak about relations between people, convince someone, speak about one's state of mind.</p> <p><b>Phonetics:</b> The sounds [f], [v] and [b], consonantal linking, expressive intonation used to convince.</p> <p><b>Vocabulary:</b> Words to characterise a person, words related to french studies and french diploma, express one's agreement and disagreement, structures to ask for and give advices related to relation between people, convince someone, words to reassure someone, to express your perceptions and related to travel writing.</p> <p><b>Cultural:</b> People's café</p>	11 hours
<b>Dossier 6</b> <b>(Lessons 1-6 + Project)</b>	<p><b>Reading Comprehension:</b> Read contents of an internet page of French cookery school, read a recipe, observe a magazine cover , read article of a magazine, observe the title of a program, a discussion forum, observe an page of an online journal and answer questions based on them.</p> <p><b>Writing:</b> Write a recipe, present an original place in your city, present a product of your country and propose it to Chamber of Commerce and Industry of your city or country, create a new discussion on an internet forum, imagine life of an object and write its autobiography.</p> <p><b>Grammar:</b> Conjugation of verbes <i>-ger, -cer, -yer, -ayer</i> , prepositional verbs (<i>essayer de, éviter de, réussir à, penser à, etc.</i> ) for giving instructions, <i>si</i> + <i>imparfait</i> for making a proposition or to incite someone to do something, indefinite pronouns ( <i>quelqu'un, personne, nulle part, etc.</i>) to indicate a person, a thing or a place, agreement of the past participle with the verbe <i>avoir</i>, possessive pronouns (<i>le mien, le tien, le sien, etc.</i>) to express possession, indicate chronology in a series of events (<i>avant de</i> + infinitif + <i>après</i> + infinitif passé ), the indicators of time- 2 ( <i>la même année, à l'âge de</i> , etc.).</p>	11 hours

duration of the number of weeks needed to cover a dossier of 6 lessons. In Semester 4, last 4 units of the text book will be covered i.e from Unit 5-8.

	<p><b>Listening comprehension:</b> Listen to and understand a radio show, forum on beauty, press report, a conversation on an internet website, to a conversation related to a kitchen recipe.</p> <p><b>Speaking:</b> Understand tasks and instructions, write a recipe, understand a mode of operation, talk about success, speak about cleaning and cosmetic products.</p> <p><b>Phonetics:</b> sounds [y], [u] and [u] , rhythm and intonation of a hypothetical question( <i>si + imparfait</i>) to incite someone to do something , the sounds [ʃ]and [ʒ]</p> <p><b>Vocabulary:</b> verbs related to cooking, words related to daily objects and daily tasks, words related to a recipe (utensils,ingredients, etc.), certain daily objects, words related to mode of operation of an association, to talk about commercial success, to cleaning and cosmetic products, to historical account of a shop.</p> <p><b>Cultural:</b> Made in France: Did you say vintage ?</p>	
<b>Dossier 7</b> <b>(Lessons 1-6 + Project)</b>	<p><b>Reading Comprehension:</b> Read contents of an internet page, article of a magazine and newspaper, an ad insert, a page on an online forum and answer questions based on them.</p> <p><b>Writing:</b> Present a French author, narrate a memory of learning french language and explain how learning of this language contributed to your progress, write about a childhood memory, your academic journey etc., present an association and its activities, prepare and present your campaign for protection of the environment, present activities for francophone people in your city.</p> <p><b>Grammar:</b> passé composé, imparfait and plus-que-parfait to create a story in past tense, few structures which indicate a precise moment ( <i>à partir du moment où, le jour où</i> etc. ) and a duration ( <i>pendant, jusqu'à présent</i> ), prepositions et indicators of time in order to locate in time(summary), expressions of cause and consequence to justify an association ( <i>grâce à, c'est pour ça que, comme, alors, donc, c'est pourquoi</i> etc.), prepositions à and de to link an adjective to its complement, <i>de plus en plus/de moins en moins</i> to indicate progression.</p> <p><b>Listening comprehension:</b> Listen to a radio interview, a conversation on an internet website, online forum or on a webzine.</p> <p><b>Speaking:</b> Understand a story or narration, narrate a memory, present a series of events, defend a cause, formulate a review and propose solutions,ask for and give advice.</p> <p><b>Phonetics:</b> Sounds [u], [/o/], [k],[g] and [ʒ], expressive intonation in an exclamatory sentence.</p> <p><b>Vocabulary:</b> describe one's link to the language, present a francophone writer, words related to professional world, to memories and, to community work, to protection of environment , expression to give advice, words related to associations and living together.</p> <p><b>Cultural:</b> Future: why to engage oneself in community work ? What do the French think about it?</p>	11 hours



<b>Dossier 8 (Lessons 1-6 + Project)</b>	<p><b>Reading Comprehension:</b> Read and understand contents of an online article and identify its theme, observe an advertisement, messages on online forum, column of a newspaper.</p> <p><b>Writing:</b> Present a current affairs news item, write about an unusual news item, make a list of themes of news items which incite you to react, give suggestions on a topic, make a list of your wishes for a better world, describe the story, author and style of writing of a book about francophone current affairs</p> <p><b>Grammar:</b> Passive voice to put emphasis on an element, nominalization to highlight an information, <i>gérondif</i> to give details, conditional(2) and few structures for giving suggestions (<i>suggérer de, proposer de</i>), subjunctif (2) for expressing wishes and few structures for expressing hope.</p> <p><b>Listening comprehension:</b> Listen to a radio show, radio news about miscellaneous news items, debate on radio show (letters to the editor), street interview.</p> <p><b>Speaking:</b> Talk about current affairs, understand informations in the press, take action and give details, give suggestions, express wishes and hopes, talk about news related to literature</p> <p><b>Phonetics:</b> sounds [ø], [œ], <i>liaison</i> or <i>enchaînement</i>, pronunciation of verbs in subjunctive mood.</p> <p><b>Vocabulary:</b> terms related to news and information, to miscellaneous news items, few structures related to how to take action and incite someone to do something, to behaviours and attitudes (in context of dependance on mobile phones), to protection of environment, to news related to literature and talk about a book that one likes.</p> <p><b>Cultural:</b> Presenting news differently.</p>	12 hours
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**Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Mater Anaïs, Mathieu-Benoit Émilie, Hirschsprung Nathalie, Mous Nelly, Tricot Tony : « *Cosmopolite- A2 Méthode de français* », Hachette Français langue étrangère, 2017 Dossiers 5-8.
2. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine : « *L'Atelier-A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 5-8.
3. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, Briet Geneviève, Collige-Neueschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi- 2 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8.
4. Bredelet A., Bufferne M., Mègre B., Rodrigues W. M. : « *Odyssée- A2, Méthode de français* », CLÉ International, France, 2021, Unités 7-12.
5. Fafa Clémence, Gajdosova Florence, Horquin Alexandra, Pasquet Aïrelle, Perrard Marion, Petitmengin Violette, Sperandio Caroline, Dodin Marlène (DELF), Veldeman-Abry Julie (phonétique) : « *Edito-A2 Méthode de français (2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 7-12.
6. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine: « *Cosmopolite- A2 Cahier d'activités* », Hachette Français langue étrangère, 2017 Dossiers 5-8.
7. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier- A2, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.

8. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandra (DELF) : « *Défi- 2 Cahier d'exercices* », Éditions Maison des Langues, 2018, Unités 5-8.
9. Chanéac-Knight Laëtitia : « *Odysée- A2, Cahier d'activités* », CLÉ International, France, 2021, Unités 7-12.
10. Amoravain Roxane, Blasco Valérie, Gatin Marie, Lions-Olivieri Marie-Laure : « *Edito-A2 Cahier d'activités* », Les Éditions DIDIER FLE, 2022, Unités 7-12.

Additional material may be used.

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

### DISCIPLINE SPECIFIC CORE COURSE (DSC-8): Oral Skills in French: Intermediate Level-2

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Oral Skills in French: Intermediate Level-2	4	3	1	Nil	Successfully completed sem. I, II & III	Successfully completed sem. I, II & III

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

#### Learning Objectives:

In Semester 4, the student will learn to :

- carry on intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things.

#### Learning outcomes:

At the end of Semester 4, a student will be able to :

- listen to different types of texts and answer questions on them.
- speak on subjects pertaining to their immediate environment as well as professional environment.
- answer questions and respond to simple statements.
- acquire intermediate level of language skills related to familiar routine and non-routine matters.

- Complete Level A2 Level of listening and speaking skills of the Common European Framework (CEF).

### SYLLABUS OF DSC-8

UNIT	CONTENT	HOURS
<b>Unit 1</b>	- Listen to a interview on Skype, a conversation on social networking website, interview on radio, travel diary. - Characterise a person, report a speech, express disagreement, speak about relations between people, convince someone, speak about one's state of mind.	11 hours
<b>Unit 2</b>	- Listen to and understand a radio show, forum on beauty, press report, a conversation on an internet website, to a conversation related to a kitchen recipe. - Understand tasks and instructions, write a recipe, understand a mode of operation, talk about success, speak about cleaning and cosmetic products.	11 hours
<b>Unit 3</b>	- Listen to a radio interview, a conversation on an internet website, online forum or on a webzine. - Understand a story or narration, narrate a memory, present a series of events, defend a cause, formulate a review and propose solutions, ask for and give advice.	11 hours
<b>Unit 4</b>	- Listen to a radio show, radio news about miscellaneous news items, debate on radio show (letters to the editor), street interview. - Talk about current affairs, understand informations in the press, take action and give details, give suggestions, express wishes and hopes, talk about news related to literature	12 hours

**Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Mater Anaïs, Mathieu-Benoit Émilie, Hirschsprung Nathalie, Mous Nelly, Tricot Tony : « *Cosmopolite- A2 Méthode de français* », Hachette Français langue étrangère, 2017 Dossiers 5-8.
2. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine : « *L'Atelier-A2, Méthode de français* », Les Éditions DIDIER, France, 2019, Unités 5-8.
3. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, Briet Geneviève, Collige-Neueschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « *Défi- 2 Méthode de français* », Éditions Maison des Langues, 2018, Unités 5-8.
4. Bredelet A., Bufferne M., Mègre B., Rodrigues W. M. : « *Odyssée- A2, Méthode de français* », CLÉ International, France, 2021, Unités 7-12.
5. Fafa Clémence, Gajdosova Florence, Horquin Alexandra, Pasquet Aïrelle, Perrard Marion, Petitmengin Violette, Sperandio Caroline, Dodin Marlène (DELFI), Veldeman-Abry Julie (phonétique) : « *Edito-A2 Méthode de français (2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 7-12.
6. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine: « *Cosmopolite- A2 Cahier d'activités* », Hachette Français langue étrangère, 2017 Dossiers 5-8.
7. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « *L'Atelier- A2, Cahier d'activités* », Les Éditions DIDIER, France, 2019, Unités 5-8.

8. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandra (DELF) : « *Défi- 2 Cahier d'exercices* », Éditions Maison des Langues, 2018, Unités 5-8.
9. Chanéac-Knight Laëtitia : « *Odysée- A2, Cahier d'activités* », CLÉ International, France, 2021, Unités 7-12.
10. Amoravain Roxane, Blasco Valérie, Gatin Marie, Lions-Olivieri Marie-Laure : « *Edito-A2 Cahier d'activités* », Les Éditions DIDIER FLE, 2022, Unités 7-12.

Additional material may be used.

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

## Semester V

### DISCIPLINE SPECIFIC CORE COURSE (DSC-9): French in Context: Advanced Level - 1

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
French in Context: Advanced Level - 1	4	3	1	Nil	Successfully completed sem. I, II, III & IV	Successfully completed sem. I, II, III & IV

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

### Learning Objectives: (Reading, Writing, Listening and Speaking):

In Semester 5, the student will learn to

- read and understand longer texts related to socio-cultural issues in order to extract key information and conclusions of the text.
- answer questions in one's own words on texts related to socio-cultural issues.
- write detailed descriptions
- write straightforward connected texts on a range of familiar subjects within one's field of interest, by linking a series of shorter discrete elements into a linear sequence.
- listen and to understand radio and TV programs.
- answer questions on programmes recorded across various audio-visual media.
- express one's opinion and give one's point of view in a structured manner.

**Learning outcomes: (Reading, Writing, Listening and Speaking):**

At the end of Semester 5, a student will be able:

- to follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly
- to acquire basic debating and presentation skills
- read and understand longer texts related to socio-cultural issues and answer questions based on them.
- Complete partially Level B1 of CEF.

**SYLLABUS OF DSC-9<sup>5</sup>****Content :**

UNIT	CONTENT	DURATION
<b>Dossier 1 (Lessons 1-6 + Project)</b>	<p><b>Reading Comprehension:</b> Read content of webpage, online forum, an email, newspaper article, testimonials on an online forum, the summary of a novel, online webpage of a blog and answer questions based on it.</p> <p><b>Writing:</b> Make a list preferred criterias for choosing cities of expatriation, choose a city and a mode of expatriation, describe your ideal accomodation in your city, express your opinion on the city where you are studying french and give suggestions to improve the city, write a small passage about your arrival in a foreign city, if you were to expatriate to a new city where would you prefer to stay and what type of accomodation would you choose.</p> <p><b>Grammar:</b> Few prepositional verbs to talk about expatriation, express an intent, an ambition, conditional present to formulate a polite demand or a wish, place of adjective, conditional present to give advices, to describe a hypothetical situation, to make propositions, pronoun <i>où</i> and <i>dont</i> for giving details about a place, identify criteria, give a report a ranking, give warning.</p> <p><b>Listening comprehension:</b> Listen to an audioguide.</p> <p><b>Phonetics:</b> <i>liaison et enchaînement consonantique</i>, the pointers of informal french in spoken form.</p> <p><b>Vocabulary:</b> the criteria for choice of a city, report on ranking, warn about a societal phenomenon, give information on accomodation, communicate useful information on telephone, describe a lively place, express sentiments in relation to a city, describe one's arrival in a foreign city.</p>	11 hours
<b>Dossier 2 (Lessons 1-6 + Project)</b>	<p><b>Reading Comprehension:</b> Read and understand contents of an online forum, cover of a magazine, complaint letter, receipt of registered letter, a webpage, an online article, online discussion forum, cover page of a book and answer questions based on it.</p> <p><b>Writing:</b> Present a problematic situations related to daily life that you encountered in foreign country, make an aide-mémoire to better</p>	11 hours

<sup>5</sup> A text book contains 6-8 modules/units called *dossier*. Each dossier comprises of 6 lessons. Therefore, the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total duration of the number of weeks needed to cover a dossier of 6 lessons. In Semester 5, initial 4 units of the text book will be covered i.e from Unit 1-4.

	<p>manage a health situation in France, create an advice sheet to manage steps of moving in a francophone country, prepare an observation checklist to help discover a place.</p> <p><b>Grammar:</b> <i>subjonctif</i> to express sentiments, structures for writing a letter of complaint, express a consequence, imperative mood and personal pronouns for giving instructions, indirect speech for reporting a communication or ideas, negation for qualifying one's tastes and preferences.</p> <p><b>Listening comprehension:</b> Listen to a conversation, radio show.</p> <p><b>Speaking:</b> Express sentiments, understand a complaint, resolve a problem, anticipate and manage a health problem, inform oneself about health insurance, understand formalities, ask for help, understand an administrative document, qualify one's tastes and interests, describe similarities and differences.</p> <p><b>Phonetics:</b> expression of discontentment, give importance to insistence, nasal vowels</p> <p><b>Vocabulary:</b> express sentiments related to daily life, solve a problem with internet, describe the symptoms of an illness, understand the functioning of a medical assurance, succeed in administrative process, ask for help in order to manage a problem, qualify one's tastes and interests, enhance city life.</p>	
<b>Dossier 3</b> <b>(Lessons 1-6 + Project)</b>	<p><b>Reading Comprehension:</b> Read and understand contents of homepage of a tourism website, an email, a webpage, summary of a novel, observe an infographic, a family photo, video report and answer questions based on it.</p> <p><b>Writing:</b> propose an group outing for your class and give suggestions to make it a success, choose a team building activity to do in your city and send mails that clearly mention the name of activity etc., write a small presentation describing cultural codes to be adhered to in a family function in your country, plan and present an original francophonie festival</p> <p><b>Grammar:</b> Expressions to give advice, expressions to highlight something, expressions of purpose in order to convince, few prepositional verbs to inform about an event, pronouns <i>en</i> and <i>y</i> to replace a place, a thing and an idea, negation(2) to express restriction, expressions of opposition and contrast, demonstrative and indefinite pronouns to describe behaviours.</p> <p><b>Listening comprehension:</b> Listen to a conversation, radio show, audio visual extract of a sociological study.</p> <p><b>Speaking:</b> Talk about outings, give advice, suggest an outing, choose a group outing.</p> <p><b>Phonetics:</b> Hesitation and interrogation, change of tone and melody.</p> <p><b>Vocabulary:</b> Interpret quantified data, express agreement and disagreement, group activity in professional environment, express a doubt, members of a family, describe a marriage ceremony, describe behaviours among friends.</p>	11 hours
<b>Dossier 4</b>	<p><b>Reading Comprehension:</b> Read and observe the framework of sustainable development, read an online article on a webpage and answer questions based on it.</p>	12 hours

<b>(Lessons 1-6 + Project)</b>	<p><b>Writing:</b> Present different types of accomodation and your experience with any, your initiatives regarding food wastage, present your mini-enterprise and talk about the challenges present an eco-friendly gesture that you would do and you would never do.</p> <p><b>Grammar:</b> Adjectives and indefinite pronouns to express or moderate quantity, present participle to precise an action, adverbs of manner for giving details, adverbs of quantity and intensity to qualify one's advice, few prepositioal verbs to express the objective of an action,infinitif and subjunctive mood to express the objective of an action, incite someone to act.</p> <p><b>Listening comprehension:</b> Listen to an audio record on radio broadcast, video (comic book page</p> <p><b>Speaking:</b> account of an experience, express support and doubt, offer solutions, debate over controversial topics, identify a project for local sustainable development, to incite someone to act, identify eco friendly gestures, convince someone to do something.</p> <p><b>Phonetics:</b> sounds [y], [u] and [u], tonality while persuading someone.</p> <p><b>Vocabulary:</b> desrcibe neighbourly relations, express support and doubt, debate over controversial topics, talk about food wastage, words to talk about social micro-credit, loan and savings, to express onself in informal french,describe a comic strip.</p>	
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**Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Hirschsprung Nathalie, Mous Nelly, Tricot Tony, Mathieu-Benoit Émilie, Van der Meulen Mathias, Antier Marine, Veillon Leroux Anne, Mous Nelly: « *Cosmopolite- B1 Méthode de français* », Hachette Français langue etrangere, 2018 Dossiers 1-4.
2. Cocton Marie-Noëlle, Kohlmann Julien, Rabin Marie, Ripaud Delphine : « *L'Atelier- B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 1-5.
3. Biras Pascal, Chevrier Anna, Witta Stéphanie, Fouillet Raphaële: « *Défi- 3 Méthode de français* », Éditions Maison des Langues, 201, Unités 1-4.
4. Bredelet A., Mègre B., Rodrigues W. M. : « *Odyssée-B1, Méthode de français* », CLÉ International, France, 2018, Unités 1-6.
5. Dufour Marion, Mainguet Julie, Mottironi Eugénie, Opatski Sergueï, Perrard Marion, Tabareau Ghislaine: « *Edito-B1 Méthode de français (2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 1-6.
6. Mater Anaïs, Mathieu-Benoit Émilie t: « *Cosmopolite- B1 Cahier d'activites* » , Hachette Français langue etrangere, 2018 Dossiers 1-4.
7. Cocton Marie-Noëlle (coordination pédagogique), Dereeper Camille, Kohlmann Julien, Ripaud Delphine : « *L'Atelier- B1, Cahier d'activités* », Les Éditions DIDIER, France, 2020, Unités 1-5.
8. Biras Pascal, Chevrier Anna, Jade Charlotte, Wita Stéphanie: « *Défi- 3 Cahier d'exercices* », Éditions Maison des Langues, 2019, Unités 1-4.
9. Brito Amélie, Bucher Emilie: « *Odysée- B1, Cahier d'activités* », CLÉ International, France, 2021, Unités 1-6.
10. Heu Elodie, Mainguet Julie, Mottironi Eugénie, Opatski Sergueï, Perrard Marion : « *Edito- B1 Cahier d'activités* », Les Éditions DIDIER FLE, 2018, Unités 1-6.

Additional material may be used.



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

### DISCIPLINE SPECIFIC CORE COURSE (DSC-10): Oral Skills in French: Advanced Level-1

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Oral Skills in French: Advanced Level-1	4	3	1	Nil	Successfully completed sem. I, II, III & IV	Successfully completed sem. I, II, III & IV

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

#### Learning Objectives:

In Semester 5, the student will learn to :

- express experiences, feelings and reactions in different situations.
- describe dreams, hopes, ambitions, events, real or imagined.
- to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.

#### Learning Outcomes:

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

- speak on topics which are familiar or of personal interest.
- be more proficient and fluent in the language.
- attain partial B1 level of listening and speaking skills of Common European Framework (CEF).

#### SYLLABUS OF DSC-10

Contents:

UNIT	CONTENT	HOURS
<b>Unit 1</b>	- Listen to an audioguide. - develop vocabulary about the criteria for choice of a city, report on ranking, warn about a societal phenomenon, give information on accommodation, communicate useful information on telephone, describe a lively place, express sentiments in relation to a city, describe one's arrival in a foreign city.	11 hours
<b>Unit 2</b>	- Listen to a conversation, radio show, audio visual extract of a sociological study. - Talk about outings, give advice, suggest an outing, choose a group outing.	11 hours



<b>Unit 3</b>	<ul style="list-style-type: none"> <li>- Listen to a conversation, radio show, audio visual extract of a sociological study.</li> <li>- Talk about outings, give advice, suggest an outing, choose a group outing.</li> </ul>	11 hours
<b>Unit 4</b>	<ul style="list-style-type: none"> <li>- Listen to an audio record on radio broadcast, video (comic book page</li> <li>- give account of an experience, express support and doubt, offer solutions, debate over controversial topics, identify a project for local sustainable development, to incite someone to act, identify eco friendly gestures, convince someone to do something.</li> </ul>	12 hours

**Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Hirschsprung Nathalie, Mous Nelly, Tricot Tony, Mathieu-Benoit Émilie, Van der Meulen Mathias, Antier Marine, Veillon Leroux Anne, Mous Nelly: « *Cosmopolite- B1 Méthode de français* », Hachette Français langue étrangère, 2018 Dossiers 1-4.
2. Cocton Marie-Noëlle, Kohlmann Julien, Rabin Marie, Ripaud Delphine : « *L'Atelier- B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 1-5.
3. Biras Pascal, Chevrier Anna, Witta Stéphanie, Fouillet Raphaële: « *Défi- 3 Méthode de français* », Éditions Maison des Langues, 201, Unités 1-4.
4. Bredelet A., Mègre B., Rodrigues W. M. : « *Odyssée-B1, Méthode de français* », CLÉ International, France, 2018, Unités 1-6.
5. Dufour Marion, Mainguet Julie, Mottironi Eugénie, Opatski Sergueï, Perrard Marion, Tabareau Ghislaine: « *Edito-B1 Méthode de français (2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 1-6.
6. Mater Anaïs, Mathieu-Benoit Émilie : « *Cosmopolite- B1 Cahier d'activités* », Hachette Français langue étrangère, 2018 Dossiers 1-4.
7. Cocton Marie-Noëlle (coordination pédagogique), Dereeper Camille, Kohlmann Julien, Ripaud Delphine : « *L'Atelier- B1, Cahier d'activités* », Les Éditions DIDIER, France, 2020, Unités 1-5.
8. Biras Pascal, Chevrier Anna, Jade Charlotte, Wita Stéphanie: « *Défi- 3 Cahier d'exercices* », Éditions Maison des Langues, 2019, Unités 1-4.
9. Brito Amélie, Bucher Emilie: « *Odyssée- B1, Cahier d'activités* », CLÉ International, France, 2021, Unités 1-6.
10. Heu Elodie, Mainguet Julie, Mottironi Eugénie, Opatski Sergueï, Perrard Marion : « *Edito- B1 Cahier d'activités* », Les Éditions DIDIER FLE, 2018, Unités 1-6.

Additional material may be used.

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

## Semester VI

### DISCIPLINE SPECIFIC CORE COURSE (DSC-11): Oral Skills in French: Advanced Level-1

	Credits	Credit distribution of the course	Eligibility criteria	
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Course title & Code		Lecture	Tutorial	Practical/ Practice		Pre-requisite of the course (if any)
French in Context: Advanced Level – 2	4	3	1	Nil	Successfully completed sem. I, II, III, IV & V	Successfully completed sem. I, II, III, IV & V

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

### Learning Objectives: (Reading, Writing, Listening and Speaking):

In Semester 6, the student will learn to

- Understand and summarise the main ideas of complex texts
- Write formal and informal letters conveying degrees of emotion and highlighting the personal significance of events and experiences
- Write argumentative texts on a wide range of topics by expanding and supporting his/her main points with relevant supporting details and examples
- Understand the content and line of argument of short documentaries TV reports, news reports, on a wide range of cultural, social, academic, professional topics, live interviews, talk shows, plays, the majority of films in standard dialect
- Engage in extended conversation on most general topics
- Debate and present on various issues of importance by sustaining a chain of reasoned argument /Commentary on audio-visual material

### Learning outcomes: (Reading, Writing, Listening and Speaking):

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

- To read and understand argumentative texts related to contemporary issues.
- To write a text on contemporary issues presenting and defending one's point of view.
- To listen and to understand radio and TV programs of long duration related to contemporary social issues.
- To express one's opinion, give and defend one's point of view on a wide range of contemporary social issues in a structured manner
- complete Level B1 of the CEF.

### SYLLABUS OF DSC-11<sup>6</sup>

<sup>6</sup> A text book contains 6-8 modules/units called *dossier*. Each dossier comprises of 6 lessons. Therefore, the syllabus is given in terms of the text book unit being covered along with the content of the 6 lessons with a total

UNIT	CONTENT	DURATION
<b>Dossier 5</b> <b>(Lessons 1-6 + Project)</b>	<p><b>Reading Comprehension:</b> Read content of internet page, letter of motivation, online article, observe a photo from a television show, book presentation and answer questions based on IT.</p> <p><b>Writing:</b> present your professional journey, give advices to present and highlight your competencies, make a list of your work experience( job, internship, summer job etc.) , make a mini record of your personal and professional journey, present tasks and competencies necessary for your studies and job , make a list of tasks that you complete in a day.</p> <p><b>Grammar:</b> Situate the different stages of one's career in time, articulators to structure a cover letter, structures for understanding and giving advices, pronoun <i>où</i> to give details about date and time, <i>gérondif</i> to express simultaneity, differentiate between <i>gérondif</i> and <i>participe présent</i>.</p> <p><b>Listening comprehension:</b> Listen to a radio show(testimonials), video and answer questions based on them.</p> <p><b>Speaking:</b> Communicate on one's career, express one's motivation and present one's project, understand the tool "professional portfolio", understand and give advice for a job or interview, take risks , value your experience, understand one's job profile, describe the start of a working day.</p> <p><b>Phonetics:</b> Differentiate between pronunciations of past perfect, imperfect and conditionnal , highlighting certain events,</p> <p><b>Vocabulary:</b> Words used to designate courses and diploma degree, different parts of a professional portfolio, words to indicate professional skills, give your impressions, do a personal and professional assessment, words that indicates skills of a customer care representative.</p>	11 hours
<b>Dossier 6</b> <b>(Lessons 1-6 + Project)</b>	<p><b>Reading Comprehension:</b> Read content of a pictogram , infographic, news column, front page of a magazine online forum, webpage, extracts from an internet page, comic book, observe images from a video of a television show, answer questions based on them.</p> <p><b>Writing:</b> Present your journey and precise the time of events and talk about people who were important during this journey, choose a fake news, analyse and present why it is false, prepare and stage a performance.</p> <p><b>Grammar:</b> Expression of contrast to discuss a subject- passive voice to insist on consequence of an action, agreement of past participle, indicators of time to specify the time of speaking, prepositional verbs to talk about information and misinformation, highlighting processes to capture attention.</p>	11 hours

duration of the number of weeks needed to cover a dossier of 6 lessons. In Semester 6, last 4 units of the text book will be covered i.e from Unit 5-8.

	<p><b>Listening comprehension:</b> Listen to a radio show(online forum, interview, online press article), video (comic strip) and answer questions based on it.</p> <p><b>Speaking:</b> Analyse front page of a magazine, compare traditional media and social media, report an event structure a press article, report past events, spot fake news, analyse fake news, capture attention of an audience, explain and argue.</p> <p><b>Phonetics:</b> Sounds [o] and [œ] and function and level of language.</p> <p><b>Vocabulary:</b> Analyse the cover of a magazine, journalistic writing style, traditional / active media terms, words to express information and misinformation, highlighting processes to capture attention.</p>	
<p><b>Dossier 7 (Lessons 1-6 + Project)</b></p>	<p><b>Reading Comprehension:</b> Read contents of an internet page, sidebar, newsflash, article, photo observe an identity card, cover page of a magazine and answer questions based on them.</p> <p><b>Writing:</b> Present an innovation in your country, write an article on simplification of a scientific discovery, write an opinion note.</p> <p><b>Grammar:</b> Compound relative pronouns to avoid repetitions, structures to explain the usefulness and functioning of an operation, establish a chronological progression in an argument, expression of doubt and certainty.</p> <p><b>Listening comprehension:</b> Listen to a radio show(online press article), video and answer questions based on it.</p> <p><b>Speaking:</b> Understand a program that presents a scientific innovation, discover young French speaking talents and their achievements, explain a scientific discovery in simple manner, present a technological innovation, make an innovative concept understood, express one's opinion, imagine future, consider positive and negative consequences of an innovation.</p> <p><b>Phonetics:</b> Sounds[r] and [ʁ] and pronouncing or not [e].</p> <p><b>Vocabulary:</b> Introduce a topic in a program/report(1), few activities to play sports and relax, share a scientific discovery, introduce a topic in a program/report(2), talking about the economics of innovation, explaining something to someone, identifying characteristics of opinion paper, personify an object, express concern.</p>	11 hours
<p><b>Dossier 8 (Lessons 1-6 + Project)</b></p>	<p><b>Reading Comprehension:</b> Read content of advertising strip of an internet website, article, a program schedule, film review, extract of an article observe a poster, an advertisement and answer questions based on it,</p> <p><b>Writing:</b> Present an interesting work of art, present the career of a live show artist, give your opinion on a film, make a profile card of readers in your class.</p> <p><b>Grammar:</b> Expressing manner and similarity, superlative degree to express enthusiasm, time of infinitive to understand chronology, double pronoun to avoid repetition, interrogation to structure your thoughts.</p> <p><b>Listening comprehension:</b> Listen to a radio show(online press article, announcement, movie review), interview, video</p> <p><b>Speaking:</b> Give positive review of a cultural event, present a piece of work, express enthusiasm, talk about live shows, find out about</p>	12 hours

	<p>an artist's career, understanding prize list, review a film, react to a review, find francophone books, ask yourself the importance of reading.</p> <p><b>Phonetics:</b> Expression of enthusiasm, complusory <i>liaison</i> and optional <i>liaison</i>.</p> <p><b>Vocabulary:</b> Express a positive or negative judgement, words for talking about live shows, for rewarding and congratulating, for talking about books and book stores.</p>	
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**Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Hirschsprung Nathalie, Mous Nelly, Tricot Tony, Mathieu-Benoit Émilie, Van der Meulen Mathias, Antier Marine, Veillon Leroux Anne, Mous Nelly: « *Cosmopolite- B1 Méthode de français* », Hachette Français langue etrange 2018 Dossiers 5-8.
2. Cocton Marie-Noëlle, Kohlmann Julien, Rabin Marie, Ripaud Delphine : « *L'Atelier- B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 6-10.
3. Biras Pascal, Chevrier Anna, Witta Stéphanie, Fouillet Raphaële: « *Défi- 3 Méthode de français* », Éditions Maison des Langues, 201, Unités 5-9.
4. Bredelet A., Mègre B., Rodrigues W. M. : « *Odyssée-B1, Méthode de français* », CLÉ International, France, 2018, Unités 7-12.
5. Dufour Marion, Mainguet Julie, Mottironi Eugénie, Opatski Sergueï, Perrard Marion, Tabareau Ghislaine: « *Edito-B1 Méthode de français (2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 7-12.
6. Mater Anaïs, Mathieu-Benoit Émilie t: « *Cosmopolite- 3 Cahier d'activites* », Hachette Français langue étrangere, 2018 Dossiers 5-8.
7. Cocton Marie-Noëlle (coordination pédagogique), Dereeper Camille, Kohlmann Julien, Ripaud Delphine : « *L'Atelier- B1, Cahier d'activités* », Les Éditions DIDIER, France, 2020, Unités 6-10.
8. Biras Pascal, Chevrier Anna, Jade Charlotte, Wita Stéphanie: « *Défi- 3 Cahier d'exercices* », Éditions Maison des Langues, 2019, Unités 5-9.
9. Brito Amélie, Bucher Emilie: « *Odysée- A2, Cahier d'activités* », CLÉ International, France, 2021, Unités 7-12.
10. Heu Elodie, Mainguet Julie, Mottironi Eugénie, Opatski Sergueï, Perrard Marion : « *Edito- B1 Cahier d'activités* », Les Éditions DIDIER FLE, 2018, Unités 7-12.

Additional material may be used.

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

**DISCIPLINE SPECIFIC CORE COURSE (DSC-12): Oral Skills in French: Advanced Level-2**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Oral Skills in French: Advanced Level-2	4	3	1	Nil	Successfully completed sem. I, II, III, IV & V	Successfully completed sem. I, II, III, IV & V

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

### Learning Objectives:

In Semester 6, the student will learn to:

- describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
- to learn to express one's opinion, give and defend one's point of view on a wide range of contemporary social issues in a structured manner.

### Learning Outcomes:

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

- be trained to sustain a chain of reasoned argument while debating and presenting on a wide range of topics by clearly articulating one's viewpoints with concrete details and examples.
- to produce simple connected text on topics that are familiar or of personal interest.
- complete Level B1 of listening and speaking skills of the Common European Framework (CEF).

## SYLLABUS OF DSC-12

UNIT	CONTENT	HOURS
<b>Unit 1</b>	- Listen to a radio show(testimonials), video and answer questions based on them. - Communicate on one's career, express one's motivation and present one's project, understand the tool "professional portfolio", understand and give advice for a job or interview, take risks, value your experience, understand one's job profile, describe the start of a working day.	11 hours
<b>Unit 2</b>	- to a radio show(online forum, interview, online press article), video (comic strip) and answer questions based on it. - Analyse front page of a magazine, compare traditional media and social media, report an event structure a press article, report past events, spot fake news, analyse fake news, capture attention of an audience, explain and argue.	11 hours
<b>Unit 3</b>	- Listen to a radio show(online press article), video and answer questions based on it. - Understand a program that presents a scientific innovation, discover young French speaking talents and their achievements, explain a scientific discovery in simple manner, present a technological innovation, make an innovative concept understood, express one's opinion, imagine future, consider positive and negative consequences of an innovation.	11 hours

<b>Unit 4</b>	- Listen to a radio show(online press article, announcement, movie review), interview, video - Give positive review of a cultural event, present a piece of work, express enthusiasm, talk about live shows, find out about an artist's career, understanding prize list, review a film, react to a review, find francophone books, ask yourself the importance of reading.	12 hours
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**Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Hirschsprung Nathalie, Mous Nelly, Tricot Tony, Mathieu-Benoît Émilie, Van der Meulen Mathias, Antier Marine, Veillon Leroux Anne, Mous Nelly: « *Cosmopolite- B1 Méthode de français* », Hachette Français langue etrange 2018 Dossiers 5-8.
2. Cocton Marie-Noëlle, Kohlmann Julien, Rabin Marie, Ripaud Delphine : « *L'Atelier- B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 6-10.
3. Biras Pascal, Chevrier Anna, Witta Stéphanie, Fouillet Raphaële: « *Défi- 3 Méthode de français* », Éditions Maison des Langues, 201, Unités 5-9.
4. Bredelet A., Mègre B., Rodrigues W. M. : « *Odyssée-B1, Méthode de français* », CLÉ International, France, 2018, Unités 7-12.
5. Dufour Marion, Mainguet Julie, Mottironi Eugénie, Opatski Sergueï, Perrard Marion, Tabareau Ghislaine: « *Edito-B1 Méthode de français (2<sup>e</sup> édition)* », Editions DIDIER FLE, 2022, Unités 7-12.
6. Mater Anaïs, Mathieu-Benoît Émilie t: « *Cosmopolite- 3 Cahier d'activités* », Hachette Français langue étrangère, 2018 Dossiers 5-8.
7. Cocton Marie-Noëlle (coordination pédagogique), Dereeper Camille, Kohlmann Julien, Ripaud Delphine : « *L'Atelier- B1, Cahier d'activités* », Les Éditions DIDIER, France, 2020, Unités 6-10.
8. Biras Pascal, Chevrier Anna, Jade Charlotte, Wita Stéphanie: « *Défi- 3 Cahier d'exercices* », Éditions Maison des Langues, 2019, Unités 5-9.
9. Brito Amélie, Bucher Emilie: « *Odyssée- A2, Cahier d'activités* », CLÉ International, France, 2021, Unités 7-12.
10. Heu Elodie, Mainguet Julie, Mottironi Eugénie, Opatski Sergueï, Perrard Marion : « *Edito- B1 Cahier d'activités* », Les Éditions DIDIER FLE, 2018, Unités 7-12.

Additional material may be used.

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

**DISCIPLINE SPECIFIC ELECTIVE****Semester V****DISCIPLINE SPECIFIC ELECTIVE (DSE--1): Business French****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		
Business French	4	3	1	Nil	Successfully completed sem I, II, III & IV	Successfully completed sem I, II, III & IV

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

**Learning Objectives:**

- To introduce basic terminologies specific to various professional fields, like, travel and tourism, banking etc.
- Imparting hands on knowledge of various fields so that the learners discover the nature of service provided by these sectors

**Learning Outcomes:**

- Create basic awareness about travel, tourism, marketing, management and banking sectors.
- Introduce students to basic practical aspects of these fields
- Enable students to communicate effectively with French-speaking clients and colleagues in a variety of professional situations, such as interviews, conferences, meetings, and telephonic conversations
- Familiarise students with various discursive specificities of each domain
- Develop specialised & technical vocabulary, presentation skills
- Get to know the local business etiquette (e-mail communication, telephonic conversations, formal meetings, business trip etc.)

**SYLLABUS OF DSE-1**



**Content**

UNIT	CONTENT	DURATION
<b>Unit - 1</b>	<ul style="list-style-type: none"> <li>The profession of tour guiding and travel agent.</li> <li>Planning an itinerary by air, ship, train.</li> <li>Orientation of historical monuments and places</li> <li>Orientation on different kinds of tourism</li> <li>Making an audio-guide, preparing brochures/writing blog entries/making vlogs/reels on historical monuments, museums, events</li> </ul>	15 hours
<b>Unit - 2</b>	<ul style="list-style-type: none"> <li>Familiarize students with International travel and ticketing vocabulary, travel insurance and visa procedures. Health advisories.</li> <li>Develop an understanding of the Hotel Industry in France and French-speaking countries/India, important hotel chains, Language used in hotel industry, airports and by airlines.</li> <li>Introduction to gastronomy and restauration</li> </ul>	15 hours
<b>Unit - 3</b>	<ul style="list-style-type: none"> <li>Writing job applications. Making a curriculum vitae.</li> <li>Preparing for job interviews, speaking about one's skills.</li> <li>Writing letters of acknowledgements, complaints, writing tenders for companies.</li> <li>Business codes and protocol, types of companies and structure of a company</li> </ul>	15 hours

**Essential/recommended readings**

Any of the textbooks given below may be prescribed:

- Claude Peyroutet, Claude Bouthier, (2010). *Le tourisme en France*, Paris : Nathan
- M Demaret, P Maccotta, MP Rosillo, (2013). *Quartier d'affaires 1 – 2*, Paris: CLE.
- Beatrice Tauzin et Anne-Lyse Dubois, (2013) *Objectif express. Le monde professionnel en français, 1 et 2*. Paris:Hachette, coll. FLE.
- Jean Luc Penfornis, (2010). *Communication progressive du français des affaires*, Paris: CLE International
- Jean-Luc Penfornis, (2013). *Vocabulaire progressive du francais des affaires avec 250 exercices*, Paris: CLE International
- Sophie Corbeau, Chantal Dubois, Jean-Luc Penfornis, (2013). *Tourisme.com*, Paris : Clé International.
- Guides du routard
- Guides Michelin

If required, additional material will be provided.

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

## DISCIPLINE SPECIFIC ELECTIVE (DSE—2 ): Life Writing

### 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		
Life Writing	4	3	1	Nil	Successfully completed sem I, II, III & IV	Successfully completed sem I, II, III & IV

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

#### Learning Objectives:

This course intends to:

- help the student to understand the term “ life writing”.
- help the student to analyse the characteristics of autobiographical and biographical texts.
- familiarize students with diaries and letters.
- equip students to analyse and write about travel experiences.

#### Learning Outcomes:

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

- identify various kinds of life writings.
- analyse the characteristics of autobiographical texts, biographical texts, diaries and letters.
- write short autobiographical and biographical texts from the information given in the form of pointers.
- write travelogues.

#### SYLLABUS OF DSE- 2:

UNIT	CONTENT	DURATION
Unit - 1	Reading, writing and analysing fictional autobiographies, autobiographical songs and memoirs.	15 hours
Unit - 2	Reading, writing and analysing diaries and letters.	15 hours

<b>Unit - 3</b>	Reading, writing and analysing Travelogues and other forms of travel narratives.	15 hours
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**Essential/recommended readings**

- Simone de Beauvoir, *Mémoires d'une jeune fille rangée*, Nouvelle edition, Folio,( 2008)
- Leonora Miano, *Afropean Soul et autres nouvelles*, Flammarion (2008).
- Bernard B. Dadie, *Climbié*, Nouvelles éditions africaines (2003).
- PEETERS F., Thiriet, DELISLE G., TUKIANEN K., HAGELBERG M., *L'Association en Inde*, collection Eperluette, L'Association, Graphiche Milani, Italie, 2006
- DODO, BenRADIS, JANO, *Bonjour Les Indes*, Les Humanoïdes Associés, Belgique, 1999.
- Song « chocolat » by Roméo Elvis.
- Song “ Pocahontas” by Grand Corps Malade.

If required, additional material will be provided.

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

**DISCIPLINE SPECIFIC ELECTIVE (DSE-3): Life in France and French speaking countries -1**

**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		
Life in France and French speaking countries -1	4	3	1	Nil	Successfully completed sem I, II, III & IV	Successfully completed sem I, II, III & IV

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

**Learning Objectives:**

This course intends to:

- to give an overview of major developments in France introducing them to some of the salient social, political and cultural events through a survey of literature and politics.
- Provide knowledge on various aspects of contemporary culture (films, art, education system...) in France.

**Learning Outcomes:**

At the end of Semester 5, a student will have :

- familiarised themselves with the major social, political and cultural events of the French speaking countries.
- basic understanding of the Contemporary French world.
- knowledge about education systems, home, family, leisure activities, festivals, dance forms, politics, tourism, physical geography of the French speaking countries.

**SYLLABUS OF DSE-3**

UNIT	CONTENT	DURATION
<b>Unit 1</b>	Some of the key Events in French History: - The French Revolution - Declaration of the Fifth Republic - Crisis of May 1968	<b>15 hours</b>
<b>Unit 2</b>	Introduction to the Francophone world.	<b>15 hours</b>
<b>Unit 3</b>	- Political and physical geographical features of France and francophone countries. - Contemporary France and its relations with the French speaking world/ European Union, including its policy towards immigration.	<b>15 hours</b>

**Essential/recommended readings:**

- Belhabib, Assia (2008) *Langues, littératures, civilisations des pays francophones*. Ponts/Ponti 7 : Présences du mythe. Le français à l'université.
- effroy, Géraldine et Unter, *Bulles De France, Les stéréotypes et l'interculturel en BD*, FLE, Mauchamp, Nelly, *La France De Toujours – Civilisation*, CLE International, Paris, 2014.
- Noutchié Njiké, Jackson, *Civilisation progressive de la Francophonie : Avec 350 activités*, Niveau avancé, CLE International, Paris, 2005
- Silva Ochoa, Haydée, *Langues, littératures, civilisations des pays francophones*, Ponts/Ponti 5 : Enfances. Le français à l'université, 2007.
- Jean Thoraval *et al*, *Les Grandes Etapes De La Civilisation Française*, Bordas (1967).

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.

### DISCIPLINE SPECIFIC ELECTIVE (DSE-4): Introduction to Creative Writing

#### 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		
Introduction to Creative Writing	4	3	1	0	Successfully completed sem I, II, III & IV	Successfully completed sem I, II, III & IV

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

#### Introduction to Creative Writing

##### Learning Objectives:

- Imparting basic skills and tools of creative writing
- Encouraging students to express themselves creatively in the concerned foreign language.
- Learners master specialised vocabulary, and expressions for specific kind of creative texts.

##### Learning Outcomes:

- Enable students to write narrative, descriptive, dramatic, poetic and intermedial texts
- Equip students with various writing styles
- Making students aware of the specificities of various types of texts

#### SYLLABUS OF DSE-4

##### Content

UNIT	CONTENT	DURATION
Unit - 1	Descriptive Texts <ul style="list-style-type: none"> <li>• Writing description of day-to-day experiences</li> <li>• Describing persons, objects, places, settings</li> <li>• Usage of rhetoric, idiomatic expressions, comparisons etc., to enrich descriptive texts</li> <li>• words and imagery to depict atmosphere/mood</li> </ul>	12 hours
Unit - 2	Narrative texts <ul style="list-style-type: none"> <li>• Setting</li> <li>• Plot</li> <li>• Characterisation</li> </ul>	11 hours

	<ul style="list-style-type: none"> <li>• Scene and point of view</li> <li>• Writing short stories, travelogues, autobiographical texts, diary entries etc.</li> </ul>	
<b>Unit - 3</b>	<b>Dramatic Texts</b> <ul style="list-style-type: none"> <li>• Setting the scene: Listing of, characters, backdrop, lighting</li> <li>• Developing the structure of the plot (Prologue, orientation, complication, resolution etc.)</li> <li>• Stylistic elements of play/script, such as usage of action words, usage of emotive expressions etc.</li> </ul>	11 hours
<b>Unit - 4</b>	<b>Intermedial Texts</b> <ul style="list-style-type: none"> <li>• Basic structures of comic strips and graphic novels</li> <li>• How to write through images</li> <li>• Caricature/comic effects and visual cues</li> </ul>	11 hours

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

- Giroux, Mathieu, (2006). Comment Ecrire des histoires, Rennes et Paris : Liberlog.
- Stachak, Faly, (2004). Un Plaisir à la portée de tous : 350 techniques d'écriture créatives, Paris : Eyrolles.

References:

- Bishop, Wendy, (1999), Colors of a Different Horse: Rethinking Creative Writing Theory and Pedagogy, NCTE.
- Johnston, Bret Anthony, ed. (2008), Naming the World: And Other Exercises for the Creative Writer, New York: Random.
- Johnston, Sybil, (2002), The Longman Journal for Creative Writing, London: Longman
- Neubauer, Bonnie. (2005), The Write-Brain Workbook: 366 Exercises to Liberate Your Writing, Writers Digest

Additional material may be provided.

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

### DISCIPLINE SPECIFIC ELECTIVE (DSE-5): French through Audio-Visual Methods: Songs and Lyrics

### 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		

<b>French through Audio-Visual Methods: Songs and Lyrics</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Successfully completed sem I, II, III &amp; IV</b>	<b>Successfully completed sem I, II, III &amp; IV</b>
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<b>Total No. Credits</b>	<b>Distribution of total credits</b>			<b>No. of Hours of Lectures</b>	<b>No. of Hours of Tutorials</b>	<b>No. of Hours of Practical</b>	<b>Total Hours of Teaching</b>
	<b>Lecture (Credits)</b>	<b>Tutorial (Credits)</b>	<b>Practical (Credits)</b>				
4	3	1	0	45	15	0	60

### Learning Objectives:

- to exploit songs, rhymes and lyrics as tools for language learning.
- To focus on written/oral expression and comprehension through songs and rhymes..

### Learning Outcomes:

At the end of Semester 5, a student will have:

- attained different nuances of language through poetic as well as colloquial songs, popular rhymes and slams
- Improved grammar, punctuation and verb conjugations through these. Since songs are retained in memory, lyrics will be remembered in their contexts.
- Improved pronunciation and articulation and thereby fluency in the language.

### SYLLABUS OF DSE-5

<b>UNIT</b>	<b>CONTENT</b>	<b>DURATION</b>
<b>Unit - 1</b>	<ul style="list-style-type: none"> <li>• Introduction to famous songs, poems and rhymes as written or audio-video texts.</li> </ul>	15 hours
<b>Unit - 2</b>	<ul style="list-style-type: none"> <li>• Identification of specific words and structures and themes.</li> <li>• Analysis of grammar used and vocabulary, alternatives for the same can be suggested.</li> <li>• Analysis of the Song lyrics and themes which can be later used for writing and speaking.</li> </ul>	15 hours
<b>Unit - 3</b>	<ul style="list-style-type: none"> <li>• Writing and presenting poems, songs and rhymes.</li> <li>• Analysis of imagery in the video in relation to lyrics</li> </ul>	15 hours

**Practical component (if any) - NIL**

**Essential/recommended readings:**

Suggested songs:

1. Pink Martini, "Sympathique".
2. Pink Martini, "Où est ma tête?".
3. Edith Piaf, "Non, je ne regrette rien".
4. Yves Montand, "Sous le ciel de Paris".
5. MC Solaar, "Gangster Moderne"

Songs are available for very basic language learning i.e. alphabets, days of the week, animals etc. <http://www.songsforteaching.com/frenchsongs.htm>

Additional material may be provided.

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

**Semester VI****DISCIPLINE SPECIFIC ELECTIVE DSE-6: Children and Adolescent Literature****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		
Children and Adolescent Literature	4	3	1	Nil	Successfully completed sem I, II, III, IV & V	Successfully completed sem I, II, III, IV & V

Total No. of Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Children and adolescent literature can be distinguished from mere books written for children as literature implies genre and literary tropes, premeditated contexts and settings and often a conscious attempt at portraying history and multiculturalism. In addition, adolescent literature written by adults is an institutional discourse that helps teenage readers understand their environment and society through the issues that present themselves in texts. Through novels,



poems and theatre, we examine the values transmitted to children and how literature can influence moral and social decisions that adolescents are faced with.

**Learning Objectives**

This course intends to:

- introduce the learner to different genres of children and adolescent literature.
- develop the student’s ability for analytical reading of various literary genres in Children and Adolescent literature.
- sensitize students about the role of literature in transmitting and preserving values of concerned culture.

**Learning outcomes**

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

- read and understand children and adolescent literature texts.
- analyse the characteristics of Children’s Literature and distinguish it from Literature for Adults.
- understand the role and importance of Children and Adolescent Literature in the society.

**SYLLABUS OF DSE-6**

**Content**

UNIT	CONTENT	DURATION
Unit - 1	Literature for children and /or adult readers.	15 hours
Unit - 2	Folklore, fables and fairy tales for young children.	15 hours
Unit - 3	Children’s literature and transmission of values.	15 hours

**Essential/recommended readings**

Selection from the books by following authors should be made.

Jean de la Fontaine, Charles Perrault, Mme d’Aulnoy, Mme de Montpensier, Alphonse Daudet, George Sand, Hector Malot, Jules Verne, Antoine de Saint Exupéry, Michel Tournier, Marcel Aymé, Claude Roy, Philippe Claudel, René Fallet, Marguerite Yourcenar, Andrée Chédid, Maryse Condé, Birago Diop.

**References**

- Gourévitch, J-P. (2013). Abcdaire illustré de la Littérature Jeunesse. Le Puy-en-Velay : L'atelier du poisson soluble.
- Chelebourg, C. , Marcoin, F. (2006). La Littérature de jeunesse. Paris : Armand Colin, "128"
- Soriano,M. (2002).Guide de la littérature pour la jeunesse. Paris :Hachette, 1974. Rééd. Delagrave

- Tsimbidy, M. (2008). Enseigner la littérature de jeunesse. Toulouse : Presses Universitaires du Mirail
- Prince, N. (2010). La Littérature de jeunesse. Paris : Armand Colin.
- Nières-Chevrel, I. (2009). Passeurs d'histoires. Introduction à la littérature de jeunesse, Paris : Didier jeunesse.
- Jasmin, N. (Éd.). (2004). Bibliothèque des génies et des fées. Contes des Fées, suivis des Contes nouveaux ou Les Fées à la mode. Paris : Champion.
- Tournier, M. (1971). Vendredi ou la Vie sauvage. Éditions Gallimard.

Additional material can be used.

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

### DISCIPLINE SPECIFIC ELECTIVE (DSE-7): Introduction to Translation

### 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		
Introduction to Translation	4	3	1	Nil	Successfully completed sem I, II, III, IV & V	Successfully completed sem I, II, III, IV & V

Total No. of Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

### Learning Objectives:

This course intends to:

- familiarize students with language for specific purposes.
- familiarize students to the role and importance of translation.
- familiarize students with the challenges of translating a text.
- introduce techniques of translation.
- help students to make word glossaries.
- enable students to read parallel literature on texts chosen for translation.
- develop awareness about Ethics and accountability in translation.

**Learning Outcomes:**

At the end of semester , a student will:

- understand and analyse cultural aspects of the French and Francophone Countries and develop intercultural competence amongst students.
- to do translation of short texts on daily routine/experience and fairy tales.
- to make word glossaries in above fields.

**SYLLABUS OF DSC-7:**

UNIT	CONTENT	DURATION
<b>Unit 1</b>	<ul style="list-style-type: none"> <li>• Introducing different types of texts: technical, scientific, sacred, literary.</li> <li>• Brief study of language used in the above mentioned texts.</li> <li>• What is translation? Definition and challenges.</li> </ul>	<b>12 hours</b>
<b>Unit 3</b>	<ul style="list-style-type: none"> <li>• Introducing students to the techniques of translation.</li> <li>• Making of word glossaries.</li> <li>• Translation of short texts using advanced grammatical structures.</li> </ul>	<b>11 hours</b>
<b>Unit 3</b>	<ul style="list-style-type: none"> <li>• Machine translation and its limitations</li> <li>• Ethics and accountability in translation.</li> <li>• Translation of short texts on daily routine/experience.</li> </ul>	<b>11 hours</b>
<b>Unit 4</b>	<ul style="list-style-type: none"> <li>• Translation of short stories.</li> </ul>	<b>11 hours</b>

**Practical component (if any) - NIL**

**Essential/recommended readings:**

- Baker, Mona. (2011). In Other Words. A Course Book in Translation. London, New York: Routledge.
- Bassnett McGuire, Susan. (1980, 2013). Translation Studies. London, NY: Routledge.
- Child, Jack. (2009). Introduction to French Translation Lanham, Maryland: UPA.
- Gile, Daniel. (2009). Basic Concepts and Models for Interpreter and Translator Training. Amsterdam, Philadelphia: John Benjamin Publishing.
- Haywood, Louise. (2009). Thinking French Translation: A Course in French Translation, French to English London, New York: Routledge.
- Malmkaer Kirsten, Windle, Kevin. (2011). The Oxford Handbook of Translation Studies Oxford: OUP
- Munday, Jeremy. (2012). Introducing Translation Studies, Theories and Applications, London, New York: Routledge.
- Fairy tales by Charles Perrault and its translations.

Additional material may be used.

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

## DISCIPLINE SPECIFIC ELECTIVE (DSE-8): Life in France and French speaking countries-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		
Life in France and French speaking countries-2	4	3	1	Nil	Successfully completed sem I ,II, III, IV & V	Successfully completed sem I ,II, III, IV & V

Total No. of Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

### Learning Objectives

The course intends to:

- to give an overview of major developments in French speaking countries introducing them to some of the salient social, political and cultural events through a survey of literature and politics.
- to provide knowledge on various aspects of contemporary culture (films, art, education system...) in Francophone countries.

### Learning Outcomes

At the end of this course, students will be able to:

- understand historical, political, economic, cultural and social specificities of various French Speaking Countries
- analyse various civilisational aspects of the French speaking countries such as their education systems, home, family, leisure activities, festivals, politics, food, cultural and literary movements etc.
- develop intercultural competence to engage with French Speaking Countries.

### SYLLABUS OF DSE-8

#### Content

UNIT	CONTENT	DURATION
Unit - 1	Introduction to France and Francophone world.	15 hours
Unit - 2	Introduction to literature, cinema, art of France and Francophone countries	15 hours
Unit - 3	Basic knowledge of various cultural and civilisational aspects of France and Francophone countries, such as, daily lives and routines of an average person, education systems, home, family, leisure activities, festivals, tourism ... in the areas of literature, cinema, art, etc.	15 hours

### Essential/recommended Readings

- Belhabib, Assia (2008) *Langues, littératures, civilisations des pays francophones*. Ponts/Ponti 7 : Présences du mythe. Le français à l'université.
- effroy, Géraldine et Unter, *Bulles De France, Les stéréotypes et l'interculturel en BD*, FLE, Mauchamp, Nelly, *La France De Toujours – Civilisation*, CLE International, Paris, 2014.
- Noutchié Njiké, Jackson, *Civilisation progressive de la Francophonie : Avec 350 activités*, Niveau avancé, CLE International, Paris, 2005
- Silva Ochoa, Haydée, *Langues, littératures, civilisations des pays francophones*, Ponts/Ponti 5 : Enfances. Le français à l'université, 2007.
- Jean Thoraval *et al*, *Les Grandes Etapes De La Civilisation Française*, Bordas (1967).

If required, additional material will be provided.

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

### DISCIPLINE SPECIFIC ELECTIVE (DSE-9): Practical Media skills-1

### 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		

<b>Practical Media skills-1</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Successfully completed sem I, II, III, IV &amp; V</b>	<b>Successfully completed sem I, II, III, IV &amp; V</b>
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<b>Total No. Credits</b>	<b>Distribution of total credits</b>			<b>No. of Hours of Lectures</b>	<b>No. of Hours of Tutorials</b>	<b>No. of Hours of Practical</b>	<b>Total Hours of Teaching</b>
	<b>Lecture (Credits)</b>	<b>Tutorial (Credits)</b>	<b>Practical (Credits)</b>				
4	3	1	0	45	15	0	60

### Learning Objectives:

- Provide knowledge about a brief History of journalism in French and the French-speaking world
- Develop critical thinking skills regarding media consumption.
- Understand the different types of media and their impact on society.
- Imparting skills to analyze and evaluate media messages effectively.
- Enhancing communication skills for creating compelling media content (written, audio, or visual).
- Gain practical experience in using various media tools and platforms.

### Learning Outcomes:

At the end of the semester, the students will be able to:

- Understand different media forms.
- Familiarize themselves with print and audio-visual media of France and the French-speaking world.
- Develop an understanding of various types of journalism
- Develop skills to read, compare and analyse articles/reports/editorials/programmes/information across various types of media
- Develop skills to prepare report/blogs/articles/editorials/forum on internet etc.
- Familiarize with basic editing skills
- Create various media content like Social media posts, reels, podcasts, audio-visual posts, short films, ads, campaigns, social awareness posts etc.

### SYLLABUS OF DSE-9:

#### Content

<b>UNIT</b>	<b>CONTENT</b>	<b>DURATION</b>
<b>Unit - 1</b>	<b>Introduction to Various Media</b> <ul style="list-style-type: none"> <li>• Understanding different types of media:</li> <li>• Print media</li> <li>• Electronic media</li> <li>• Photography, Audio-visual content, Multimedia</li> <li>• Social-media</li> </ul>	5 hours

Unit - 2	<ul style="list-style-type: none"> <li>• Brief History of journalism in the francophone world., Famous French and Francophone newspapers (<i>Le Monde</i>, <i>Libération</i>, France; <i>Le Messenger</i>, Senegal; <i>El Watan</i>, Algeria; etc) Bilingual Regional Press. (<i>Le Dauphiné Libéré</i>, <i>Le Parisien</i>).</li> <li>• Radio and T.V. news channels in France and the French-speaking world, as well as national and international multimedia journalism, TV5.</li> <li>• Learning to identify different media elements like framing, symbolism, and language use.</li> </ul>	15 hours
Unit - 3	<ul style="list-style-type: none"> <li>• Basic principles of storytelling for different media platforms.</li> <li>• Learning how to write clear and concise messages for various audiences.</li> <li>• Introduction to essential media production tools. Writing for print (news articles, blog posts)</li> <li>• Basic audio editing and recording skills (podcasts)</li> </ul>	15 hours
Unit-4	<ul style="list-style-type: none"> <li>• Students choose a topic and develop a media project using the skills learned throughout the course.</li> <li>• Projects can be individual or group-based, depending on the course structure.</li> <li>• Examples of projects: Summarizing an article/ Writing a report on an opinion poll/Preparing a flyer/ Writing blogs/Reporting crime/Preparing weather reports/Writing small reports on a given topic for wall-newspaper/Preparing a forum on the Internet; (TV/University life)/ poster-making for NGOs/ voluntary work/social issues/preparing a podcast(University life, social life, voluntary work etc.)</li> </ul>	10 hours

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

### References

- Amossy, R.. (2010). *L'argumentation dans le discours.*, Paris: Colin
- Duclaux, L. T., (2017), *Savoir écrire des articles*, Paris : Primento et Editions Ecrire Aujourd'hui.
- Lucie, A., Devillard, V., Granchet, A, Le Saulnier, G., (2022), *Le manuel de journalisme*, Paris : Ellipses.
- Payette, D. (2007), *Le journalisme radiophonique*, Montréal : Les Presses de l'université de Montréal.
- Robert, C., Briggs, M., (2014), *Manuel de journalisme web : Blogs, réseaux sociaux, multimédia, info mobile*, Paris : Eyrolles
- Yvan, A., Brisson, P., Parent, A., Maltais, R. (2021). *L'écriture journalistiques sous toutes ses formes*, Montréal : Les Presses de l'université de Montréal.

**Note:** Teachers are free to recommend supplementary study material. Additional material may be provided.

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

**DISCIPLINE SPECIFIC ELECTIVE (DSE-10): French through audio-visual methods: Films**

**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		
French through audio visual methods: Films	4	3	1	Nil	Successfully completed sem I, II, III, IV & V	Successfully completed sem I, II, III, IV & V

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

**Learning Objectives:**

- To use films as tools for language learning.
- To acquaint the students with concerned culture through films.

**Learning Outcomes:**

At the end of the semester, the students will be able to:

- Improve his/her Oral comprehension and expression through the Cinema of the French speaking countries.
- Use films to discover cultural and historical aspects of the French speaking countries.
- Acquaint himself/herself with conversational French and the wide variations of pronunciation and intonation in the French speaking world.
- Provide basic tools to analyse films and make very short films.

**SYLLABUS OF DSE-10:**



UNIT	CONTENT	DURATION
Unit - 1	<ul style="list-style-type: none"><li>Improving oral comprehension through films.</li></ul>	15 hours
Unit - 2	<ul style="list-style-type: none"><li>Improving oral communication using specific scenes, by learning of new speech acts and conversational phrases and using them in role plays.</li></ul>	15 hours
Unit - 3	<ul style="list-style-type: none"><li>Basic tools to analyse a film and make very short films.</li></ul>	15 hours

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

**References :**

1. <http://www.reseau-canope.fr/>
2. <http://www.crdp-strasbourg.fr/cddp-68>. École et cinéma.

Additional material may be provided.

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

Based on UndergraduateCurriculumFramework 2022

# UNIVERSITY OF DELHI

## UNDERGRADUATE PROGRAMMES OF STUDY

### STRUCTURE, COURSES & SYLLABI



Disclaimer: The syllabi are uploaded as approved by the Academic Council on ..... and Executive Council on ....



**COURSES OFFERED BY DEPARTMENT OF  
Germanic & Romance Studies**

**Category II**

**Courses for Undergraduate Programme of study with German discipline as  
one of the Core Disciplines**

**B.A. Programme with German as Major**

**(For e.g. courses for B.A. Programmes with \_\_\_\_\_ (discipline’s name) as Major  
discipline)**

**Semester I**

**DISCIPLINE SPECIFIC CORE COURSE (DSC-1): German in Context: Basic  
Level – 1**

## 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		
German in Context: Basic Level – 1	4	3	1	nil	Class XII pass	none

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)			
4	3	1	0	45	0	60

### Learning Objectives

The Learning Objectives of this course are as follows:

At the end of semester 1, a student will

- be able 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 1.1 of the Common European Framework (CEF).

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to partially 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-1

Content	Description
Listening	Understanding familiar words and very basic phrases about oneself, one's family, and immediate concrete surroundings such as very brief announcements in public spaces, short, simple formal/informal conversation, questions and instructions when speakers are speaking at a slower pace.
Speaking	Monologue: Describing and presenting oneself, one's immediate

	environment and the people s/he knows using simple phrases and sentences. Dialogue: Taking part in a conversation and interaction in a simple way provided the other person is prepared to repeat or to rephrase more slowly and help formulate what s/he is trying to say. Asking simple questions on familiar topics or matters related to oneself. Making simple purchases in shops or obtaining services that one requires.
Reading	Reading simple texts related to one's immediate environment such as notices, posters, fliers, personal messages or emails and answering questions on them.
Writing	Guided writing will include activities such as, filling a form, writing simple phrases (postcards, messages, invitations etc.) on everyday topics.
Morphosyntax & Vocabulary	Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.
Intercultural & co-cultural	Introduction to German-speaking regions/countries, celebrities from German speaking countries, fashion, cinema, comic strips etc.

UNIT	Content	Duration
<b>UNIT – I</b>	Recognise alphabets, learn spellings, practice phonetics of alphabets. Learn various forms of greetings, and learn to introduce oneself to others. Learn country names and their languages. Wh-questions, personal pronouns (I), some basic verbs, different definite articles. Read and listen to short texts on a given topic. Spellings of numbers 1 to 20. Exchange telephone numbers with each other. 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, places and languages.	9 Hours
<b>UNIT – II</b>	Read job advertisements and note down the relevant information. Learn vocabulary for the days of the week, plural forms and interrogative questions Learn how to fill a form for job interviews. Learn counting 20 onwards Conjugation of 'haben' and 'sein', personal pronouns (II) and indefinite article 'ein/-' Exchange information about one's age, languages, telephone numbers, e-mail addresses (both in formal as well as informal manner). Talk about hobbies, different seasons and months.	9 Hours
<b>UNIT III</b>	Read maps and use the given information to guide someone. Negative article 'kein/-', irregular verbs, the accusative case, modal verb. Vocabulary related to meals and food items, food habits and information about food habits related to German speaking countries. Express likes and dislikes. Ask questions related to basic directions and explain as to how to reach specific places. Simulate the situation of shopping.	9 Hours

UNIT – IV	Read texts related to day-to-day activities and write about one's own daily routine. Temporal prepositions, more modal verbs, possessive pronouns, introduction to separable verbs. Vocabulary related to one's family, friends and leisure activities. Ordinal numbers.	9 Hours
UNIT V	Read statistics about most preferred leisure activities and express your opinion about them. Learn how to tell the date using the preposition 'am'. Different uses of the preposition 'für'. Learn to write an invitation (for example birthday). Accusative personal pronouns. more separable verbs, imperfekt / Präteritum form of 'haben' and 'sein'. Vocabulary related to describing one's city in the past and at present, to the situation of eating out and how to pay for the same, and to talk to each other about one's likes, dislikes, hobbies, family, daily routine, working hours, habits, friends, going out etc.	9 Hours

### Essential/recommended readings

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

1. Dengler, S., Rusch, P., Schmitz, H. (2020). *Netzwerk Neu A1.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1. Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1. Kurs- und Arbeitsbuch*. Hueber Verlag.

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

<b>DISCIPLINE SPECIFIC CORE COURSE (DSC-2): Oral Skills in German: Basic Level – 1</b>
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### 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		
<b>Oral Skills in German: Basic Level – 1</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>nil</b>	<b>Class XII pass</b>	<b>None</b>

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)			
4	3	1	0	45	0	60

#### Learning Objectives:

In Semester 1, the student will learn to :

- read , listen to and understand simple texts and answer questions on them.
- talk about subjects pertaining to his/her immediate environment.
- interact in simple everyday situations.
- acquire basic language skills and holistic development of communicative abilities that would allow students to carry out basic communicative transactions like to introduce themselves and others, describe places, talk about their surroundings, express their likes and interests, etc., among other things.

#### Learning Outcomes:

At the end of the course, a student will :

- have revised and improved his/her pronunciation.
- be able to communicate more effectively and confidently in the concerned language with enhanced focus on oral comprehension and expression skills.
- Attain partial A1 level of listening and speaking skills of the Common European Framework (CEF).

#### SYLLABUS OF DSC-2

UNIT	CONTENT	HOURS
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Unit 1	-Listen to short texts ( dialogues, conversations interviews) and answer questions on them. - Greetings, introduce oneself, take leave, ask for and give information/personal details, to introduce another person (ex. classmates) , ask the identity of an unknown person, give reasons for learning a foreign language.	11 hours
Unit 2	-Listen to an audioguide, information on a tourist place, conversation, report and answer questions on them. - Name and situate places on a town map, talk about means of transport, get to know another person, talk about different types of lodging.	11 hours
Unit 3	- Listen to recorded testimonials, conversations, short interviews and telephone conversations and answer questions on them. - Describe/ introduce the family, describe a person, talk about preferences, activities, explain a health problem, ask and answer questions.	11 hours
Unit 4	- Listen to messages on telephone, interviews, telephone conversations radio programs and answer questions on them. - Ask for and tell the time, describe one's typical work day, describe one's daily activities, propose and give information on different types of outings.	12 hours

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

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

1. Dengler, S., Rusch, P., Schmitz, H. (2020). *Netzwerk Neu A1.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler,Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1. Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1. Kurs- und Arbeitsbuch*. Hueber Verlag.

Additional material may be used.

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

## Semester II



**DISCIPLINE SPECIFIC CORE COURSE (DSC-3): German 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		
German in Context: Basic Level – 2	4	3	1	nil	Semester-1 pass	German Basic Level- 1

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)			
4	3	1	0	45	0	60

### 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.
- be able to write short texts about subjects pertaining to his/her immediate environment.
- attain Level A 1.2 of the Common European Framework (CEF).

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to partially attain A2 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	Description
Listening	Understanding familiar words and phrases about persons, professions and

	immediate concrete surroundings, short, simple. formal/informal conversation, questions and instructions, description of places.
Speaking	Monologue: Describing and presenting oneself and other people, one's immediate environment using simple phrases and sentences. Dialogue: Taking part in a conversation and interaction in a simple way. Asking simple questions on familiar topics or matters related to oneself. Making simple purchases in shops or obtaining services that one requires. Seeking information through telephonic conversation.
Reading	Reading simple texts related to one's immediate and far away environment such as notices, brochures, advertisements, posters, fliers, responding to emails.
Writing	Guided writing will include activities such as, writing phrases (postcards, messages, invitations etc.) on everyday topics, describing surroundings and tourist destinations, travelling experiences.
Morphosyntax & Vocabulary	Simple grammatical structures and vocabulary used to describe oneself and others, describe one's local surroundings, cities, greetings, professions and journeys etc.

UNIT	Content	Duration
UNIT – I	To find information in texts, to fix appointments, read and write letters, to recognise a situation and react to it. To describe one's house, written response to an invitation, to express likes and dislikes	9 Hours
UNIT – II	Describe one's daily routine, talk about past events, read job advertisements and note down the relevant information, conversation on phone. Talk about clothing, simulate the situation of shopping in a mall. Understanding texts related to a city. Introduction of perfect tense, separable verbs, interrogative and demonstrative article and verbs with dative objects.	9 Hours
UNIT III	Talk about Sport, talk to a doctor about health issues, to understand and give directions. Read maps and use the given information to guide someone. Introduction of "Imperative" and modal verbs. Vocabulary related to health. Express likes and dislikes.	9 Hours
UNIT – IV	Ask questions related to basic directions and explain as to how to reach specific places using different means of transport. Making a complaint in a hotel/restaurant. Understand a text about tourist destination, writing to friends from holiday destination, to briefly describe one's journey, describing weather. Vocabulary related to holidaying. Temporal prepositions and adverbs, interrogative pronouns.	9 Hours
UNIT V	To introduce oneself and others, talk about food. To understand and create story from pictures. To give reasons, talk about feelings and emotions, express assumptions, to comprehend a text. Introduction of dative possessive pronouns, reflexive verbs, conjunctions.	9 Hours

Practical component (if any) - NIL

Essential/recommended readings

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

1. Dengler, S., Rusch, P., Schmitz, H. (2020). *Netzwerk Neu A1.2 : Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler,Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and A1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1. Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2. Kurs- und Arbeitsbuch*. Hueber Verlag.

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

DISCIPLINE SPECIFIC CORE COURSE (DSC-4): Oral Skills in German: 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		
Oral Skills in German: Basic Level-2	4	3	1	Nil	Successfully completed sem. I	Successfully completed sem. I

Total No.	Distributionoftotalcredits			
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Credits	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)	No. of Hours of Lectures	No. of Hours of Practical	Total Hours of Teaching
4	3	1	0	45	0	60

### Learning Objectives:

In Semester 2, the student will learn to :

- narrate experiences and events,
- ask for and give information
- talk of their daily routine, etc., among other things.

### Learning Outcomes:

At the end of the course, a student will :

- have revised and improved his/her pronunciation
- be able to communicate more effectively and confidently in the concerned language with enhanced focus on oral comprehension and expression skills
- be able to formulate simple sentences, ask and answer questions about subjects pertaining to his/her immediate environment.
- attain Level A1 of listening and speaking skills of the Common European Framework (CEF).

### SYLLABUS OF DSC-4

UNIT	CONTENT	HOURS
<b>UNIT 1</b>	- Listen to interviews, radio programs and answer questions based on them. - Describe past events and recent events and plans, present biography and describe a person physically and give advices.	<b>11 hours</b>
<b>UNIT 2</b>	- Listen to a telephonic conversation, radio program, audio post card, interviews, weather forecast, audio travel diary and answer questions based on them. - Understanding the itinerary of a stay, choose a destination and travel package, describe a city or a place, describe types of accomodation, talk about seasons and climate, express one's emotions and feelings.	<b>11 hours</b>
<b>UNIT 3</b>	- Listen to interviews, conversations , audio article, report, radio programs and answer questions based on them. - Give an opinion, make a purchase, compare one's habits, talk about changes from yesterday to today, buy clothes, give positive or negative judgements about your favourite places or monument in your city or country.	<b>11 hours</b>
<b>UNIT 4</b>	- Listen to audio testimonials, conversations, interviews, and answer questions based on them. - Talk about one's educational journey of learning German, describe a restaurant, place an order, choose an outfit , describe a person or a thing, recommend a film or a show, organise a party.	<b>12 hours</b>

**Practical component (if any) - NIL****Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Dengler, S., Rusch, P., Schmitz, H. (2020). *Netzwerk Neu A1.2 : Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and A1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1. Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2. Kurs- und Arbeitsbuch*. Hueber Verlag.

Additional material may be used.

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

**Semester III**
**DISCIPLINE SPECIFIC CORE COURSE (DSC-5): German in Context: Intermediate Level – 1**
**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		
German in Context: Intermediate Level – 1	4	3	1	Nil	Semester - 2 pass	German Basic Level-2

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)			

4	3	1	0	45	0	60
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### Learning Objectives

The Learning Objectives of this course are as follows:

At the end of semester 3, a student will

- be able to read long texts and answer questions on them.
- be able to write short texts about one's own feelings and one's immediate environment.
- Be able to express own opinion and feeling, be able to comment and make suggestions
- To understand and conduct telephonic conversation.
- attain Level A 2.1 of the Common European Framework (CEF).

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to attain A 2 Level of listening, speaking, reading and writing skills in the concerned language.
- Reading long and difficult texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

### SYLLABUS OF DSC-5

Content	Description
Listening	Understanding words and phrases about persons, professions and far away places, long and difficult. formal/informal conversation, questions, instructions and suggestions, description of places.
Speaking	Describing and presenting someone's professional life. Taking part in a conversation and interaction. Asking for/ giving information on topics or matters related to travel, Films and profession. Seeking information through telephonic conversation.
Reading	Reading long and difficult texts related to one's immediate and far away environment such as brochures, advertisements, posters, fliers, responding to emails.
Writing	Guided writing will include activities such as describing a city, tourist destinations, travelling experiences, a journey, professional routine, a film.
Morphosyntax & Vocabulary	Complex grammatical structures and vocabulary used to describe oneself and others, describe one's local surroundings, cities, professions and journeys etc.

UNIT	Content	Duration
UNIT – I	To compare and talk about advantages and disadvantages, talk about films and make comments about films, to express one's opinion, to conduct an interview, talk about feelings, congratulate, thank, express happiness and regret.	9 Hours
UNIT – II	To talk about an event, incident, understand and write a blog, ask about things, understand talks related to banking, make a	9 Hours

	polite request, describe a city and follow city tours.	
<b>UNIT III</b>	To talk at with travel ticket counter, talk about holiday offers, describe dream profession, preparing conversation via telephone, pass on information out of a text, asking for information, understanding and describing the way to a destination, using the public transport system.	9 Hours
<b>UNIT – IV</b>	describing advantages and disadvantages, expressing one's own experience, describing graphics, describing experiences during train journey, story writing, understanding problems in learning, understanding and making suggestions, understanding reports about professions.	9 Hours
<b>UNIT V</b>	Understanding an interview, preparing a small presentation, expressing hope, despair and admiration during sports, understanding and writing comments, express consequences and contradictions, giving suggestions and reacting, to fix an appointment, understand difficult texts, presenting a tourist destination.	9 Hours

### Practical component (if any) - NIL

### Essential/recommended readings

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

9. Dengler, S., Rusch, P., Schmitz, H., Sieber, T. (2020). *Netzwerk neu A 2.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
10. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and A1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
11. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1. Kurs- und Arbeitsbuch*. Hueber Verlag.
12. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
13. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
14. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
15. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
16. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2. Kurs- und Arbeitsbuch*. Hueber Verlag.

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**DISCIPLINE SPECIFIC CORE COURSE (DSC-6): Oral Skills in German: Intermediate Level-1**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Oral Skills in German: Intermediate Level-1</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Successfully completed sem. II</b>	<b>Successfully completed sem. II</b>

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)			
4	3	1	0	45	0	60

**Learning Objectives:**

At the end of Semester 3, students will learn to :

- listen to and understand simple texts and answer questions on them.
- talk on subjects pertaining to his/her immediate environment.
- interact in simple everyday situations.

**Learning Outcomes:**

At the end of the course, a student will :

- have revised and improved his/her pronunciation.
- be able to communicate more effectively and confidently in the concerned language with enhanced focus on oral comprehension and expression skills.
- attain partially Level A2 of listening and speaking skills as described in the Common European Framework(CEF).

**SYLLABUS OF DSC-6**

UNIT	CONTENT	DURATION
<b>Unit 1</b>	<ul style="list-style-type: none"> <li>- Listening, analysing and synthesizing information, ideas presented in a talk/lecture/radio commentary/TV programme on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.</li> <li>- Understanding films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.</li> <li>- Reading, analysing and summarising texts/articles on different social issues or current affairs.</li> <li>- Giving detailed accounts of experiences, feelings and</li> </ul>	<b>11 hours</b>



	reactions, giving details of unpredictable occurrences, e.g., an accident.	
<b>Unit 2</b>	<ul style="list-style-type: none"> <li>- Narrating the plot of a book or film and describing his/her reactions.</li> <li>- Describing dreams, hopes, ambitions, events, real or imagined/preparing.</li> <li>- Conducting and presenting results of opinion polls on various social issues.</li> <li>- Preparing and presenting a skit/debating or making oral presentations on various social issues.</li> <li>- Narrating one's experiences of foreign language learning.</li> <li>- Explaining why something is a problem.</li> <li>- Giving brief comments on the views of others.</li> <li>- Comparing and contrasting alternatives/discussing what to do, where to go, who or which to choose.</li> </ul>	<b>11 hours</b>
<b>Unit 3</b>	<ul style="list-style-type: none"> <li>- Developing a repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics related to culture and civilisation.</li> <li>- Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future in a more coherent and sequenced manner, more detailed knowledge and usage of connectors, fairly developed sense of various moods, tenses and voices etc.</li> <li>- Developing sufficient understanding of phonological specificities and intonations of German to help learners articulate more clearly and read more independently predicting pronunciation of unknown words.</li> </ul>	<b>11 hours</b>
<b>Unit 4</b>	<ul style="list-style-type: none"> <li>- Awareness of the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own in order to perform and respond to a wide range of social functions selecting the appropriate register.</li> <li>- Basic knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of Germany and German speaking countries.</li> <li>- Awareness of the salient politeness conventions and acting and responding appropriately.</li> </ul>	<b>12 hours</b>

**Practical component (if any) - NIL**

**Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Dengler, S., Rusch, P., Schmitz, H., Sieber, T. (2020). *Netzwerk A 2.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.

2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and A1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1. Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A2. Kurs- und Arbeitsbuch*. Hueber Verlag.

Additional material may be used.

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## Semester IV

### DISCIPLINE SPECIFIC CORE COURSE (DSC 7-): German in Context: Intermediate 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		
German in Context: Intermediate Level – 2	4	3	1	Nil	Semester - 3 pass	German Intermediate Level – 1

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)			
4	3	1	0	45	0	60

## Learning Objectives

The Learning Objectives of this course are as follows:

At the end of semester 4, a student will

- be able to read long texts and answer questions on them.
- be able to write short texts about one's own feelings and one's immediate environment.
- Be able to express own opinion and feeling, be able to comment and make suggestions
- To understand and conduct telephonic conversation.
- attain Level A 2.1 of the Common European Framework (CEF).

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to attain A 2.1 Level of listening, speaking, reading and writing skills in the concerned language.
- Reading long and difficult texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

### SYLLABUS OF DSC- 7

Content	Description
Listening	Understanding words and phrases about persons, professions and far away places, long and difficult. formal/informal conversation, questions, instructions and suggestions, description of places.
Speaking	Describing and presenting someone's professional life. Taking part in a conversation and interaction. Asking for/ giving information on topics or matters related to travel, Films and profession. Seeking information through telephonic conversation.
Reading	Reading long and difficult texts related to one's immediate and far away environment such as brochures, advertisements, posters, fliers, responding to emails.
Writing	Guided writing will include activities such as describing a city, tourist destinations, travelling experiences, a journey, professional routine, a film.
Morphosyntax & Vocabulary	Complex grammatical structures and vocabulary used to describe oneself and others, describe one's local surroundings, cities, professions and journeys etc.

UNIT	Content	Duration
UNIT – I	To compare and talk about advantages and disadvantages, talk about films and make comments about films, to express one's opinion, to conduct an interview, talk about feelings, congratulate, thank, express happiness and regret.	9 Hours
UNIT – II	To talk about an event, incident, understand and write a blog, ask about things, understand talks related to banking, make a polite request, describe a city and follow city tours.	9 Hours
UNIT III	To talk at with travel ticket counter, talk about holiday offers,	9 Hours

	describe dream profession, preparing conversation via telephone, pass on information out of a text, asking for information, understanding and describing the way to a destination, using the public transport system	
<b>UNIT – IV</b>	describing advantages and disadvantages, expressing one's own experience, describing graphics, describing experiences during train journey, story writing, understanding problems in learning, understanding and making suggestions, understanding reports about professions.	9 Hours
<b>UNIT V</b>	Understanding an interview, preparing a small presentation, expressing hope, despair and admiration during sports, understanding and writing comments, express consequences and contradictions, giving suggestions and reacting, to fix an appointment, understand difficult texts, presenting a tourist destination.	9 Hours

### Practical component (if any) - NIL

### Essential/recommended readings

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

17. Dengler, S., Rusch, P., Schmitz, H., Sieber, T. (2020). *Netzwerk neu A 2.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
18. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and A 2.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
19. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1 to 2.1 Kurs- und Arbeitsbuch*. Hueber Verlag.
20. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1.1 to 2.1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
21. Höldrich, B. (2010). – *Lesen & Schreiben A1 to A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
22. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
23. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1 to B1 Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
24. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1 to B2. Kurs- und Arbeitsbuch*. Hueber Verlag.

### DISCIPLINE SPECIFIC CORE COURSE (DSC-8): Oral Skills in German: Intermediate Level-2

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		

<b>Oral Skills in German: Intermediate Level-2</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Successfully completed sem. III</b>	<b>German Intermediate level 1</b>
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<b>Total No. Credits</b>	<b>Distribution of total credits</b>					
	<b>Lecture (Credits)</b>	<b>Tutorial (Credits)</b>	<b>Practical (Credits)</b>	<b>No. of Hours of Lectures</b>	<b>No. of Hours of Practical</b>	<b>Total Hours of Teaching</b>
4	3	1	0	45	0	60

### Learning Objectives:

In Semester 4 a student will learn to:

- carry on intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things.

### Learning outcomes:

At the end of Semester - 4 a student will be able to:

- listen to different types of texts and answer questions on them.
- speak on subjects pertaining to their immediate environment as well as professional environment.
- answer questions and respond to simple statements.
- acquire intermediate level of language skills related to familiar routine and non-routine matters.
- Complete Level A2 Level of listening and speaking skills of the Common European Framework (CEF).

### SYLLABUS OF DSC-8

<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
<b>Unit 1</b>	- Listen to a interview on Skype, a conversation on social networking website, interview on radio, travel diary. - Characterise a person, report a speech, express disagreement, speak about relations between people, convince someone, speak about one's state of mind.	11 hours
<b>Unit 2</b>	- Listen to and understand a radio show, forum on beauty, press report, a conversation on an internet website, to a conversation related to a kitchen recipe. - Understand tasks and instructions, write a recipe, understand a mode of operation, talk about success, speak about cleaning and cosmetic products.	11 hours
<b>Unit 3</b>	- Listen to a radio interview, a conversation on an internet website, online forum or on a webzine. - Understand a story or narration, narrate a memory, present a series of events, defend a cause, formulate a review and propose solutions, ask for and give advice.	11 hours

<b>Unit 4</b>	<ul style="list-style-type: none"> <li>- Listen to a radio show, radio news about miscellaneous news items , debate on radio show (letters to the editor), street interview.</li> <li>- Talk about current affairs, understand informations in the press, take action and give details , give suggestions, express wishes and hopes, talk about news related to literature</li> </ul>	12 hours
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### Practical component (if any) - NIL

**Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Dengler, S., Rusch, P., Schmitz, H., Sieber, T. (2020). *Netzwerk neu A 2.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and A 2.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1 to 2.1 Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1.1 to 2.1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1 to A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1 to B1 Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1 to B2. Kurs- und Arbeitsbuch*. Hueber Verlag.

Additional material may be used.

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

### Semester V

#### DISCIPLINE SPECIFIC CORE COURSE (DSC- 9): German in Context: Advanced Level – 1

### 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		
<b>German in Context:</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Semester - 4 pass</b>	<b>German Intermediate</b>

<b>Advanced Level-1</b>						<b>Level 2</b>
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Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)			
4	3	1	0	45	0	60

### Learning Objectives

The Learning Objectives of this course are as follows:

At the end of semester 5, a student will

- be able to read long texts and answer questions on them.
- be able to write short texts about one's own feelings and one's immediate environment.
- Be able to express own opinion and feeling, be able to comment and make suggestions
- To understand and conduct telephonic conversation.
- attain Level B 1.2 of the Common European Framework (CEF).

### Learning outcomes

The Learning Outcomes of this course are as follows:

- Enable students to attain B 1.2 Level of listening, speaking, reading and writing skills in the concerned language.
- Teaches students to read long and difficult texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

### SYLLABUS OF DSC-9

Content	Description
Listening	Understanding words and phrases about persons, professions and far away places, long and difficult. formal/informal conversation, questions, instructions and suggestions, description of places.
Speaking	Describing and presenting someone's professional life. Taking part in a conversation and interaction. Asking for/ giving information on topics or matters related to travel, Films and profession. Seeking information through telephonic conversation.
Reading	Reading long and difficult texts related to one's immediate and far away environment such as brochures, advertisements, posters, fliers, responding to emails.
Writing	Guided writing will include activities such as describing a city, tourist destinations, travelling experiences, a journey, professional routine, a film.
Morphosyntax & Vocabulary	Complex grammatical structures and vocabulary used to describe oneself and others, describe one's local surroundings, cities, professions and journeys etc.

UNIT	Content	Duration
UNIT – I	To compare and talk about advantages and disadvantages, talk about films and make comments about films, to express one's opinion, to conduct an interview, talk about feelings, congratulate, thank, express happiness and regret.	9 Hours
UNIT – II	To talk about an event, incident, understand and write a blog, ask about things, understand talks related to banking, make a polite request, describe a city and follow city tours.	9 Hours
UNIT III	To talk at with travel ticket counter, talk about holiday offers, describe dream profession, preparing conversation via telephone, pass on information out of a text, asking for information, understanding and describing the way to a destination, using the public transport system.	9 Hours
UNIT – IV	describing advantages and disadvantages, expressing one's own experience, describing graphics, describing experiences during train journey, story writing, understanding problems in learning, understanding and making suggestions, understanding reports about professions.	9 Hours
UNIT V	Understanding an interview, preparing a small presentation, expressing hope, despair and admiration during sports, understanding and writing comments, express consequences and contradictions, giving suggestions and reacting, to fix an appointment, understand difficult texts, presenting a tourist destination.	9 Hours

### Practical component (if any) - NIL

### Essential/recommended readings

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

1. Dengler, S., Rusch, P., Schmitz, H., Sieber, T. (2020). *Netzwerk neu B1.1 : Deutsch als Fremdsprache. Kurs- und Übungsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and A 2.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1 to 2.1 Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1.1 to 2.1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1 to A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1 to B1 Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.



8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1 to B2. Kurs- und Arbeitsbuch*. Hueber Verlag.

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

**DISCIPLINE SPECIFIC CORE COURSE (DSC- 10): Oral Skills in German:: Advanced Level – 1**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Oral Skills in German: Advanced Level-1	4	3	1	Nil	Successfully completed sem. IV	German Intermediate level 1

Total No. Credits	Distribution of total credits					
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)	No. of Hours of Lectures	No. of Hours of Practical	Total Hours of Teaching
4	3	1	0	45	0	60

**Learning Objectives:**

In Semester 5, the student will learn to :

- express experiences, feelings and reactions in different situations.
- describe dreams, hopes, ambitions, events, real or imagined.
- to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.

**Learning Outcomes:**

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

- speak on topics which are familiar or of personal interest.
- be more proficient and fluent in the language.
- attain partial B1 level of listening and speaking skills of Common European Framework (CEF).

**SYLLABUS OF DSC-10**

UNIT	CONTENT	HOURS
Unit 1	- Listen to an audioguide. - develop vocabulary about the criteria for choice of a city, report on ranking, warn about a societal phenomenon, give information on accommodation, communicate useful information on telephone, describe a lively place, express sentiments in relation to a city, describe one's arrival in a foreign city.	11 hours

<b>Unit 2</b>	<ul style="list-style-type: none"> <li>- Listen to a conversation, radio show, audio visual extract of a sociological study.</li> <li>- Talk about outings, give advice, suggest an outing, choose a group outing.</li> </ul>	11 hours
<b>Unit 3</b>	<ul style="list-style-type: none"> <li>- Listen to a conversation, radio show, audio visual extract of a sociological study.</li> <li>- Talk about outings, give advice, suggest an outing, choose a group outing.</li> </ul>	11 hours
<b>Unit 4</b>	<ul style="list-style-type: none"> <li>- Listen to an audio record on radio broadcast, video (comic book page)</li> <li>- give account of an experience, express support and doubt, offer solutions, debate over controversial topics, identify a project for local sustainable development, to incite someone to act, identify eco friendly gestures, convince someone to do something.</li> </ul>	12 hours

**Practical component (if any) - NIL**

**Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Dengler, S., Rusch, P., Schmitz, H., Sieber, T. (2020). *Netzwerk neu B1.1 : Deutsch als Fremdsprache. Kurs- und Übungsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and A 2.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1 to 2.1 Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1.1 to 2.1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1 to A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1 to B1 Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1 to B2. Kurs- und Arbeitsbuch*. Hueber Verlag.

Additional material may be used.

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

## Semester VI

**DISCIPLINE SPECIFIC CORE COURSE (DSC-11): German 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		
German in Context: Advanced Level – 2	4	3	1	Nil	Semester - 5 pass	German in Context: Advanced Level – 1

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)			
4	3	1	0	45	0	60

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- Enable students to attain B 1.2 Level of listening, speaking, reading and writing skills in the concerned language.
- Enable the students to read long and difficult texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

**SYLLABUS OF DSC-11**

Content	Description
Listening	Understanding words and phrases about persons, professions and far away places, long and difficult. formal/informal conversation, questions, instructions and suggestions, description of places.
Speaking	Describing and presenting someone's professional life. Taking part in a conversation and interaction. Asking for/ giving information on topics or matters related to travel, Films and profession. Seeking information through telephonic conversation.
Reading	Reading long and difficult texts related to one's immediate and far away environment such as brochures, advertisements, posters, fliers, responding to emails.
Writing	Guided writing will include activities such as describing a city, tourist

	destinations, travelling experiences, a journey, professional routine, a film.
Morphosyntax & Vocabulary	Complex grammatical structures and vocabulary used to describe oneself and others, describe one's local surroundings, cities, professions and journeys etc.

UNIT	Content	Duration
UNIT – I	To understand and discuss relationships and stories of Friendship and conflicts by citing popular figures, discuss and narrate fables, learn to offer, decline or ask for help, warn someone, talk about habits, understand an informative text, talk about music and feelings.	9 Hours
UNIT – II	To find and reproduce important information out of a newspaper article, understand radio discussion, give learn tips, describe a special place like a hospital, discuss pictures, enquire, answer in the negative, understand a course programme, describe persons and objects exactly, introducing impro-theatre, discuss singing and folk songs.	9 Hours
UNIT III	To describe an event, discuss social work, understand an article about social project and write about one such project, talk about institutions in the city, understand EU, make a small presentation.	9 Hours
UNIT – IV	To talk about life in a city, understanding a magazine article, write a report, discuss cities with good living standards, describing something closely, understanding a blog about a city, portrayal of a city, plan a city visit.	9 Hours
UNIT V	To understand talks inside banks, understand information on a website, ask about activities, understand and express arguments, describing persons, things and situations related to banking, understand and write text related to money.	9 Hours

### Practical component (if any) - NIL

### Essential/recommended readings

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

1. Dengler, S., Rusch, P., Schmitz, H., Sieber, T. (2020). *Netzwerk neu B 1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and B1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1 to 2.1 Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1.1 to 2.1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1 to A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.

7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1 to B1 Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch.* Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1 to B2. Kurs- und Arbeitsbuch.* Hueber Verlag.

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

**DISCIPLINE SPECIFIC CORE COURSE (DSC-12): Oral Skills in German: Advanced Level-2**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Oral Skills in German: Advanced Level-2	4	3	1	Nil	Successfully completed sem. V	Successfully completed sem. V

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

### Learning Objectives:

In Semester 6, the student will learn to:

- describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
- to learn to express one's opinion, give and defend one's point of view on a wide range of contemporary social issues in a structured manner.

### Learning Outcomes:

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

- be trained to sustain a chain of reasoned argument while debating and presenting on a wide range of topics by clearly articulating one's viewpoints with concrete details and examples.
- to produce simple connected text on topics that are familiar or of personal interest.
- complete Level B1 of listening and speaking skills of the Common European Framework (CEF).

### SYLLABUS OF DSC-12

UNIT	CONTENT	HOURS
Unit 1	<ul style="list-style-type: none"> <li>- Listen to a radio show(testimonials), video and answer questions based on them.</li> <li>- Communicate on one's career, express one's motivation and present one's project, understand the tool "professional portfolio", understand and give advice for a job or interview, take risks, value your experience, understand one's job profile, describe the start of a working day.</li> </ul>	11 hours
Unit 2	<ul style="list-style-type: none"> <li>- to a radio show(online forum, interview, online press article), video (comic strip) and answer questions based on it.</li> <li>- Analyse front page of a magazine, compare traditional media and social media, report an event structure a press article, report past events, spot fake news, analyse fake news, capture attention of an audience, explain and argue.</li> </ul>	11 hours
Unit 3	<ul style="list-style-type: none"> <li>- Listen to a radio show(online press article), video and answer questions based on it.</li> <li>- Understand a program that presents a scientific innovation, discover young German speaking talents and their achievements, explain a scientific discovery in simple manner, present a technological innovation, make an innovative concept understood, express one's opinion, imagine future, consider positive and negative consequences of an innovation.</li> </ul>	11 hours
Unit 4	<ul style="list-style-type: none"> <li>- Listen to a radio show(online press article, announcement, movie review), interview, video</li> <li>- Give positive review of a cultural event, present a piece of work, express enthusiasm, talk about live shows, find out about an artist's career, understanding prize list, review a film, react to a review, find francophone books, ask yourself the importance of reading.</li> </ul>	12 hours

### Practical component (if any) - NIL

**Essential/recommended readings:** Any of the text books given below may be prescribed:

1. Dengler, S., Rusch, P., Schmitz, H., Sieber, T. (2020). *Netzwerk neu B 1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1 and B1.2: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1 to 2.1 Kurs- und Arbeitsbuch*. Hueber Verlag.
4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1.1 to 2.1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1 to A2: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1 to B1 Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.

8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1 to B2. Kurs- und Arbeitsbuch*. Hueber Verlag.

Additional material may be used.

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

**DISCIPLINE SPECIFIC ELECTIVE****Semester V****DISCIPLINE SPECIFIC ELECTIVE (DSE--1): Business German****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		
<b>Business German</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Successfully completed sem. IV</b>	<b>Successfully completed sem. IV</b>

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

**Learning Objectives:**

- To introduce basic terminologies specific to various professional fields, like, travel and tourism, banking etc.
- Imparting hands on knowledge of various fields so that the learners discover the nature of service provided by these sectors

**Learning Outcomes:**

- Create basic awareness about travel, tourism, marketing, management and banking sectors.
- Introduce students to basic practical aspects of these fields
- Enable students to communicate effectively with German-speaking clients and colleagues in a variety of professional situations, such as interviews, conferences, meetings, and telephonic conversations
- Familiarise students with various discursive specificities of each domain
- Develop specialised & technical vocabulary, presentation skills
- Get to know the local business etiquette (e-mail communication, telephonic conversations, formal meetings, business trip etc.)

**SYLLABUS OF DSE-1**

UNIT	CONTENT	DURATION
<b>Unit - 1</b>	<ul style="list-style-type: none"> <li>• The profession of tour guiding and travel agent.</li> </ul>	15 hours



	<ul style="list-style-type: none"> <li>• Planning an itinerary by air, ship, train.</li> <li>• Orientation of historical monuments and places</li> <li>• Orientation on different kinds of tourism</li> <li>• Making an audio-guide, preparing brochures/writing blog entries/making vlogs/reels on historical monuments, museums, events</li> </ul>	
<b>Unit - 2</b>	<ul style="list-style-type: none"> <li>• Familiarize students with International travel and ticketing vocabulary, travel insurance and visa procedures. Health advisories.</li> <li>• Develop an understanding of the Hotel Industry in Germany and German-speaking countries/India, important hotel chains, Language used in hotel industry, airports and by airlines.</li> <li>• Introduction to gastronomy and restauration</li> </ul>	15 hours
<b>Unit - 3</b>	<ul style="list-style-type: none"> <li>• Writing job applications. Making a curriculum vitae.</li> <li>• Preparing for job interviews, speaking about one's skills.</li> <li>• Writing letters of acknowledgements, complaints, writing tenders for companies.</li> <li>• Business codes and protocol, types of companies and structure of a company</li> </ul>	15 hours

**Practical component (if any) - NIL**

#### **Essential/recommended readings**

Any of the textbooks given below may be prescribed:

- Buhlmann, R. u.a. (2008). *Wirtschaftsdeutsch von A bis Z*. Berlin: Langenscheidt.
- Dudenreaktion (2003). *Briefe Schreiben leicht gemacht*. Mannheim: Dudenverlag.
- Miebs, et al. (1997). *Kontakt Deutsch. Deutsch für berufliche Situationen*. Köln, Berlin: Langenscheidt.
- Seiffert, C. (2010). *Schreiben in Alltag und Beruf: Intensivtrainer A2/B1*. Berlin: Langenscheidt KG.
- Gerhard, C. (2017). *Menschen im Beruf: Bewerbungs-Training*. München: Hueber Verlag.

If required, additional material will be provided.

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

### **DISCIPLINE SPECIFIC ELECTIVE (DSE—2 ): Life Writing - German**

#### **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		
Life Writing – German	4	3	1	Nil	Successfully completed sem IV	Successfully completed sem IV

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

### Learning Objectives:

This course intends to:

- help the student to understand the term “life writing”.
- help the student to analyse the characteristics of autobiographical and biographical texts.
- familiarize students with diaries and letters.
- equip students to analyse and write about travel experiences.

### Learning Outcomes:

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

- identify various kinds of life writings.
- analyse the characteristics of autobiographical texts, biographical texts, diaries and letters.
- write short autobiographical and biographical texts from the information given in the form of pointers.
- write travelogues.

### SYLLABUS OF DSE- 2

UNIT	CONTENT	DURATION
Unit - 1	Reading, writing and analysing fictional autobiographies, autobiographical songs and memoirs.	15 hours
Unit - 2	Reading, writing and analysing diaries and letters.	15 hours
Unit - 3	Reading, writing and analysing Travelogues and other forms of travel narratives.	15 hours

**Practical component (if any) - NIL**

**Essential/recommended readings**

- Geertz, Clifford. (1973). *The Interpretation of Cultures*. New York: Basic Books.
- Geertz, Clifford. (1983). *Local Knowledge*. New York: Basic Books.
- Geertz, Clifford. (1989). *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press.
- Derrida, Jacques. (1988). *The Ear of the Other Otobiography, Transference, Translation*. Nebraska: University of Nebraska Press.
- Heckmann, Herbert (ed.). (1984). *Literatur aus dem Leben. Autobiographische Tendenzen in der deutschsprachigen Gegenwartsdichtung*. München, Wien: Hanser.

Primary Texts: Excerpts from *Tagebuch von Anna Frank*, Günter Grass: *Beim Häuten der Zwiebel*, Elias Canetti: *Die gerettete Zunge*, Hermann Hesse: *Aus Indien*, im *Westen nichts Neues*

If required, additional material will be provided.

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

### DISCIPLINE SPECIFIC ELECTIVE(DSE-3):Life in German speaking countries -1

### 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		
Life in German speaking countries - 1	4	3	1	Nil	Successfully completed sem I, II, III & IV	Successfully completed sem I, II, III & IV

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

#### Learning Objectives:

The Learning Objectives of this course are as follows:

- To introduce the learner to various aspects of contemporary culture (films, art, education system etc.) in Germany and German-speaking countries.

### Learning outcomes

The Learning Outcomes of this course are as follows:

- To initiate learners to the culture and civilization of Germany and German-speaking countries.
- To provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of Germany and German-speaking countries.
- To introduce the students to the great thinkers of Germany and German-speaking countries in the areas of literature, cinema, art etc.
- To enable students to understand and analyse cultural aspects of Germany and German-speaking countries and develop an intercultural competence among students

### SYLLABUS OF DSE-3

#### Content

UNIT	CONTENT	DURATION
<b>Unit 1</b>	<ul style="list-style-type: none"> <li>- Some of the key Events in German History</li> <li>- Basic knowledge of education systems, politics etc</li> </ul>	<b>15 hours</b>
<b>Unit 2</b>	<ul style="list-style-type: none"> <li>- Great thinkers and other eminent personalities of German speaking countries</li> </ul>	<b>15 hours</b>
<b>Unit 3</b>	<ul style="list-style-type: none"> <li>- Tourism, festivals and carnivals in German speaking countries</li> <li>- Introduction to literature, cinema, art of German speaking countries</li> </ul>	<b>15 hours</b>

#### Practical component (if any) - NIL

#### Essential/recommended readings:

- Williams, J., (2011). *Weimar Culture Revisited*. London: Palgrave Macmillan.
- Schröder, B., Schebera, J. (1987). *Die „goldenen“ zwanziger Jahre. Kunst und Kultur der Weimarer Republik*. Köln: Hermann Bohlaus.
- Kolb, E., Schumann, D. (2012). *Die Weimarer Republik*. 8. erw. Aufl. München/Wien: Oldenbourg.
- Schröder, B., Schebera, J. (2010). *Deutschland nach der Wiedervereinigung. Deutsche Einheit. Bundeszentrale für politische Bildung*. APUZ 30-31.
- *Die Habsburgermonarchie 1846-1918. Politische Öffentlichkeit und Zivilgesellschaft*. Wien: VÖAW.
- Caduff, C., Sorg, R. (eds.). (2004). *Nationale Literaturen heute – ein Phantom ? Tradition und Imagination des Schweizerischen als Problem*. München: Fink Wilhelm GmbH + CoKG.
- Pautz, H. (2005). *Die deutsche Leitkultur. Eine Identitätsdebatte*. Stuttgart: ibidem.
- Ohlert, M. (2014). *Zwischen « Multikulturalismus » und « Leitkultur »*. Berlin: Springer VS

- Pietsch R, Gerhard Grubbe G. (Herausgeber). (2017). *Entdecke Deutschland (DuMont Bildband): 100 Touren zu Kultur, Geschichte und Natur*. Ostfildern:Dumont Reiseverlag.
- Göbel W. (2014). Klett Abiturwissen Geschichte - Das Dritte Reich: für Oberstufe und Abitur. Stuttgart: Klett Lerntraining.

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.

### DISCIPLINE SPECIFIC ELECTIVE(DSE-4):Introduction to Creative Writing - German

#### 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		
Introduction to Creative Writing	4	3	1	0	Successfully completed sem IV	Successfully completed sem IV

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

#### Learning Objectives:

- Imparting basic skills and tools of creative writing
- Encouraging students to express themselves creatively in the concerned foreign language.
- Learners master specialised vocabulary, and expressions for specific kind of creative texts.

#### Learning Outcomes:

- Enable students to write narrative, descriptive, dramatic, poetic and intermedial texts
- Equip students with various writing styles
- Making students aware of the specificities of various types of texts

#### SYLLABUS OF DSE-4

##### Content

UNIT	CONTENT	DURATION
Unit - 1	Descriptive Texts <ul style="list-style-type: none"> <li>• Writing description of day-to-day experiences</li> </ul>	12 hours

	<ul style="list-style-type: none"> <li>• Describing persons, objects, places, settings</li> <li>• Usage of rhetoric, idiomatic expressions, comparisons etc., to enrich descriptive texts</li> <li>• words and imagery to depict atmosphere/mood</li> </ul>	
<b>Unit - 2</b>	Narrative texts <ul style="list-style-type: none"> <li>• Setting</li> <li>• Plot</li> <li>• Characterisation</li> <li>• Scene and point of view</li> <li>• Writing short stories, travelogues, autobiographical texts, diary entries etc.</li> </ul>	11 hours
<b>Unit - 3</b>	Dramatic Texts <ul style="list-style-type: none"> <li>• Setting the scene: Listing of, characters, backdrop, lighting</li> <li>• Developing the structure of the plot (Prologue, orientation, complication, resolution etc.)</li> <li>• Stylistic elements of play/script, such as usage of action words, usage of emotive expressions etc.</li> </ul>	11 hours
<b>Unit -4</b>	Intermedial Texts <ul style="list-style-type: none"> <li>• Basic structures of comic strips and graphic novels</li> <li>• How to write through images</li> <li>• Caricature/comic effects and visual cues</li> </ul>	11 hours

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

- Fix, Martin. (2008). Texte Schreiben. Schreibprozesse im Deutschunterricht. Ferdinand Schöningh.
- Grimm, Sonja. Gerstenmaier, Wiebke. (2015). Lerntheke Deutsch 5/6 Schreiben. Cornelsen.
- Biermann, Heinrich (Hsg.). Texte, Themen und Strukturen Deutschbuch für die Oberstufe. Cornelsen.

Additional material may be provided.

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

### DISCIPLINE SPECIFIC ELECTIVE(DSE-5):German through Audio-Visual Methods: Songs and Lyrics

### 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		

<b>German through Audio-Visual Methods: Songs and Lyrics</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Successfully completed sem IV</b>	<b>Successfully completed sem IV</b>
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<b>Total No. Credits</b>	<b>Distribution of total credits</b>			<b>No. of Hours of Lectures</b>	<b>No. of Hours of Tutorials</b>	<b>No. of Hours of Practical</b>	<b>Total Hours of Teaching</b>
	<b>Lecture (Credits)</b>	<b>Tutorial (Credits)</b>	<b>Practical (Credits)</b>				
4	3	1	0	45	15	0	60

### Learning Objectives:

- to exploit songs, rhymes and lyrics as tools for language learning.
- To focus on written/oral expression and comprehension through songs and rhymes..

### Learning Outcomes:

At the end of Semester 5, a student will have :

- attained different nuances of language through poetic as well as colloquial songs, popular rhymes and slams
- Improved grammar, punctuation and verb conjugations through these. Since songs are retained in memory, lyrics will be remembered in their contexts.
- Improved pronunciation and articulation and thereby fluency in the language.

### SYLLABUS OF DSE- 5

<b>UNIT</b>	<b>CONTENT</b>	<b>DURATION</b>
<b>Unit - 1</b>	<ul style="list-style-type: none"> <li>• Introduction to famous songs, poems and rhymes as written or audio-video texts.</li> </ul>	15 hours
<b>Unit - 2</b>	<ul style="list-style-type: none"> <li>• Identification of specific words and structures and themes.</li> <li>• Analysis of grammar used and vocabulary, alternatives for the same can be suggested.</li> <li>• Analysis of the Song lyrics and themes which can be later used for writing and speaking.</li> </ul>	15 hours
<b>Unit - 3</b>	<ul style="list-style-type: none"> <li>• Writing and presenting poems, songs and rhymes.</li> <li>• Analysis of imagery in the video in relation to lyrics</li> </ul>	15 hours

**Practical component (if any) - NIL**

**Essential/recommended readings:**

Suggested songs/rhymes

&lt;Wie schön, dass du Geboren bist&gt;

&lt;Der Herbst ist da&gt;

&lt;99 Luftballons&gt;

&lt;Alle vögel sind schon da&gt;

&lt;eine kleine Chinesin&gt;

&lt;Auf der Mauer, auf der Lauer&gt;

&lt;Heile, heile Segen&gt;:

Songs are available for very basic language learning i.e. alphabets, days of the week, animals etc. On Youtube

Additional material may be provided.

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

**Semester VI****DISCIPLINE SPECIFIC ELECTIVE (DSE-6): Children and Adolescent Literature - German****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		
Children and Adolescent Literature	4	3	1	Nil	Successfully completed sem I ,II, III, IV & V	Successfully completed sem I ,II, III, IV & V

Total No. of Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Children and adolescent literature can be distinguished from mere books written for children as literature implies genre and literary tropes, premeditated contexts and settings and often a conscious attempt at portraying history and multiculturalism. In addition, adolescent literature



written by adults is an institutional discourse that helps teenage readers understand their environment and society through the issues that present themselves in texts. Through novels, poems and theatre, we examine the values transmitted to children and how literature can influence moral and social decisions that adolescents are faced with.

### Learning Objectives

This course intends to:

- introduce the learner to different genres of children and adolescent literature.
- develop the student's ability for analytical reading of various literary genres in Children and Adolescent literature.
- sensitize students about the role of literature in transmitting and preserving values of concerned culture.

### Learning outcomes

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

- read and understand children and adolescent literature texts.
- analyse the characteristics of Children's Literature and distinguish it from Literature for Adults.
- understand the role and importance of Children and Adolescent Literature in the society.

### SYLLABUS OF DSE-6

UNIT	CONTENT	DURATION
Unit - 1	Literature for children and /or adult readers.	15 hours
Unit - 2	Folklore, fables and fairy tales for young children.	15 hours
Unit - 3	Children's literature and transmission of values.	15 hours

**Practical component (if any) - NIL**

### Essential/recommended readings

Selection from the following stories/fables/folklore/novella etc. should be made.

Gottfried Keller. (1874). Kleider Machen Leute. Ditzingen: Reclam.

Brüder Grimm: Die Bremer Stadtmusikanten

Bertolt Brecht: die unwürdige Greisin (1939)

Johannes Bobrowski: Brief aus Amerika (1963)

Wolfgang Borchert : die Küchenuhr,(1947)

Luise Rinser : die rote Katze (1948)

Gudrun Pausewang : Der Makkaronifresser (1987)

Heinrich Böll: Anekdote zur Senkung der Arbeitsmoral by (1963)

Or any other text belonging to the genre

Additional material can be used.

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

## 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		
Introduction to Translation	4	3	1	Nil	Successfully completed sem V	Successfully completed sem V

Total No. of Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

### Learning Objectives:

This course intends to :

- familiarize students with language for specific purposes.
- familiarize students to the role and importance of translation.
- familiarize students with the challenges of translating a text.
- introduce techniques of translation.
- help students to make word glossaries.
- enable students to read parallel literature on texts chosen for translation.
- develop awareness about Ethics and accountability in translation.

### Learning Outcomes:

At the end of semester , a student will:

- understand and analyse cultural aspects of the German and Francophone Countries and develop intercultural competence amongst students.
- to do translation of short texts on daily routine/experience and fairy tales.
- to make word glossaries in above fields.

### SYLLABUS OF DSC-7

UNIT	CONTENT	DURATION
<b>Unit 1</b>	<ul style="list-style-type: none"> <li>• Introducing different types of texts: technical, scientific, sacred, literary.</li> <li>• Brief study of language used in the above mentioned texts.</li> <li>• What is translation? Definition and challenges.</li> </ul>	<b>12 hours</b>
<b>Unit 3</b>	<ul style="list-style-type: none"> <li>• Introducing students to the techniques of translation.</li> <li>• Making of word glossaries.</li> <li>• Translation of short texts using advanced grammatical</li> </ul>	<b>11 hours</b>

	structures.	
<b>Unit 4</b>	<ul style="list-style-type: none"> <li>Machine translation and its limitations</li> <li>Ethics and accountability in translation.</li> <li>Translation of short texts on daily routine/experience.</li> </ul>	<b>11 hours</b>
<b>Unit 5</b>	<ul style="list-style-type: none"> <li>Translation of short stories.</li> </ul>	<b>11 hours</b>

**Practical component (if any) - NIL**

**Essential/recommended readings:**

- Baker, Mona. (2011). *In Other Words. A Course Book in Translation*. London, New York: Routledge.
- Bassnett McGuire, Susan. (1980, 2013). *Translation Studies*. London, NY: Routledge.
- Gile, Daniel. (2009). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam, Philadelphia: John Benjamin Publishing.
- Malmkaer Kirsten, Windle, Kevin. (2011). *The Oxford Handbook of Translation Studies* Oxford: OUP
- Munday, Jeremy. (2012). *Introducing Translation Studies, Theories and Applications*, London, New York: Routledge.
- Fairy tales by Charles Perrault and its translations.
- Humphery, R. (2010). *Uni-Wissen, Grundkurs Übersetzen DeutschEnglisch*. Berlin: Klett.
- Gallagher, John Desmond. (1982). *German-English Translation*. München, Wien: Oldenbourg.

Additional material may be used.

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

**DISCIPLINE SPECIFIC ELECTIVE (DSE-8): Life in Germany and German speaking countries-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		
<b>Life in Germany and German speaking countries-</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Successfully completed sem V</b>	<b>Successfully completed sem V</b>

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Total No. of Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

### Learning Objectives

The course intends to:

- to give an overview of major developments in German speaking countries introducing them to some of the salient social, political and cultural events through a survey of literature and politics.
- to provide knowledge on various aspects of contemporary culture (films, art, education system...) in Francophone countries.

### Learning Outcomes

At the end of this course, students will be able to:

- understand historical, political, economic, cultural and social specificities of various German Speaking Countries
- analyse various civilisational aspects of the German speaking countries such as their education systems, home, family, leisure activities, festivals, politics, food, cultural and literary movements etc.
- develop intercultural competence to engage with German Speaking Countries.

### SYLLABUS OF DSE-8

UNIT	CONTENT	DURATION
Unit - 1	Introduction to Germany and German speaking countries.	15 hours
Unit - 2	Introduction to literature, cinema, art of Germany and German speaking countries	15 hours
Unit - 3	Basic knowledge of various cultural and civilisational aspects of Germany and German speaking countries, such as, daily lives and routines of an average person, education systems, home, family, leisure activities, festivals, tourism ... in the areas of literature, cinema, art, etc.	15 hours

### Essential/recommended Readings

- Williams, J., (2011). *Weimar Culture Revisited*. London: Palgrave Macmillan.
- Schröder, B., Schebera, J. (1987). *Die „goldenen“ zwanziger Jahre. Kunst und Kultur der Weimarer Republik*. Köln: Hermann Bohlaus.

- Kolb, E., Schumann, D. (2012). *Die Weimarer Republik*. 8. erw. Aufl. München/Wien: Oldenbourg.
- Schröder, B., Schebera, J. (2010). *Deutschland nach der Wiedervereinigung. Deutsche Einheit. Bundeszentrale für politische Bildung*. APUZ 30-31.
- Koch, Gertrud (ed.). (1999). *Bruchlinien. Tendenzen der Holocaustforschung*. Köln: Böhlau Verlag.
- Heimrod, Ute (ed.). (1999). *Der Denkmalstreit – das Denkmal? Die Debatte um das "Denkmal für die ermordeten Juden Europas"*. Berlin/Wien: Philo.
- Rumpler, H., Urbanitsch, P. (eds.). (2006). *Die Habsburgermonarchie 1846-1918. Politische Öffentlichkeit und Zivilgesellschaft*. Wien: VÖAW.
- Caduff, C., Sorg, R. (eds.). (2004). *Nationale Literaturen heute – ein Fantom? Tradition und Imagination des Schweizerischen als Problem*. München: Fink Wilhelm GmbH + CoKG.
- Pautz, H. (2005). *Die deutsche Leitkultur. Eine Identitätsdebatte*. Stuttgart: ibidem.
- Ohlert, M. (2014). *Zwischen « Multikulturalismus » und « Leitkultur »*. Berlin: Springer VS.
- If required, additional material will be provided.

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

#### DISCIPLINE SPECIFIC ELECTIVE (DSE-9): Practical Media skills-1 – German

#### 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		
Practical Media skills-1	4	3	1	Nil	Successfully completed sem V	Successfully completed sem V

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

**Learning Objectives:**

- Provide knowledge about a brief History of journalism in German and the German-speaking world
- Develop critical thinking skills regarding media consumption.
- Understand the different types of media and their impact on society.
- Imparting skills to analyze and evaluate media messages effectively.
- Enhancing communication skills for creating compelling media content (written, audio, or visual).
- Gain practical experience in using various media tools and platforms.

### Learning Outcomes:

At the end of the semester, the students will be able to:

- Understand different media forms.
- Familiarize themselves with print and audio-visual media of Germany and the German-speaking world.
- Develop an understanding of various types of journalism
- Develop skills to read, compare and analyse articles/reports/editorials/programmes/information across various types of media
- Develop skills to prepare report/blogs/articles/editorials/forum on internet etc.
- Familiarize with basic editing skills
- Create various media content like Social media posts, reels, podcasts, audio-visual posts, short films, ads, campaigns, social awareness posts etc.

### SYLLABUS OF DSE - 9

UNIT	CONTENT	DURATION
Unit - 1	<b>Introduction to Various Media</b> <ul style="list-style-type: none"> <li>• Understanding different types of media:</li> <li>• Print media</li> <li>• Electronic media</li> <li>• Photography, Audio-visual content, Multimedia</li> <li>• Social-media</li> </ul>	5 hours
Unit - 2	<ul style="list-style-type: none"> <li>• Brief History of journalism in the German Speaking Countries., Famous newspapers ).</li> <li>• Radio and T.V. news channels in Germany and the German-speaking world, as well as national and international multimedia journalism, TV5.</li> <li>• Learning to identify different media elements like framing, symbolism, and language use.</li> </ul>	15 hours
Unit - 3	<ul style="list-style-type: none"> <li>• Basic principles of storytelling for different media platforms.</li> <li>• Learning how to write clear and concise messages for various audiences.</li> <li>• Introduction to essential media production tools. Writing for print (news articles, blog posts)</li> <li>• Basic audio editing and recording skills (podcasts)</li> </ul>	15 hours
Unit-4	<ul style="list-style-type: none"> <li>• Students choose a topic and develop a media project using the skills learned throughout the course.</li> <li>• Projects can be individual or group-based, depending on the course structure.</li> </ul>	10 hours

	<ul style="list-style-type: none"> <li>Examples of projects: Summarizing an article/ Writing a report on an opinion poll/Preparing a flyer/ Writing blogs/Reporting crime/Preparing weather reports/Writing small reports on a given topic for wall-newspaper/Preparing a forum on the Internet; (TV/University life)/ poster-making for NGOs/ voluntary work/social issues/preparing a podcast(University life, social life, voluntary work etc.)</li> </ul>	
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**Learning/Teaching Material:** Any of the textbooks given below may be prescribed:

### References

- Famous German Newspapers like Frankfurter Allgemeiner, Bild Zeitung, etc.
- Famous German magazines available online for eg. Der Spiegel.
- Bösch Frank: (2011.) *Mediengeschichte: Vom asiatischen Buchdruck zum Fernsehen*. Frankfurt a.M: Campus Velag,
- Wilke Jürgen. (2008). *Grundzüge der Medien- und Kommunikationsgeschichte*. 2. durchgesehene und ergänzte Aufl. Köln, Weimar: Wien: Böhlau.

**Note:** Teachers are free to recommend supplementary study material. Additional material may be provided.

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

## DISCIPLINE SPECIFIC ELECTIVE(DSE-10): German through audio-visual methods: Films

### 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		
German through audio visual methods: Films	4	3	1	Nil	Successfully completed sem I, II, III, IV & V	Successfully completed sem I, II, III, IV & V

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				

4	3	1	0	45	15	0	60
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### Learning Objectives:

- To use films as tools for language learning.
- To acquaint the students with concerned culture through films.

### Learning Outcomes:

At the end of the semester, the students will be able to:

- Improve his/her Oral comprehension and expression through the Cinema of the German speaking countries.
- Use films to discover cultural and historical aspects of the German speaking countries.
- Acquaint himself/herself with conversational German and the wide variations of pronunciation and intonation in the German speaking world.
- Provide basic tools to analyse films and make very short films.

### SYLLABUS OF DSE - 10

UNIT	CONTENT	DURATION
Unit - 1	<ul style="list-style-type: none"> <li>• Improving oral comprehension through films.</li> </ul>	15 hours
Unit - 2	<ul style="list-style-type: none"> <li>• Improving oral communication using specific scenes, by learning of new speech acts and conversational phrases and using them in role plays.</li> </ul>	15 hours
Unit - 3	<ul style="list-style-type: none"> <li>• Basic tools to analyse a film and make very short films.</li> </ul>	15 hours

### Learning/Teaching Material:

#### Recommended Films

- Die weiße Rose (1982)
- Momo (1986)
- Das Leben der Anderen “The Lives of Others” (2006)
- Das Experiment “The Experiment” (2001)
- Die fetten Jahre sind vorbei “The Edukators” (2004)
- Goodbye Lenin (2003)
- Ein Baby zum Verlieben (2004)
- Unter dem Sand- das Versprechen der Freiheit (2015)
- Susanne –made by BBC and Goethe Institute

Additional Films/Books may be prescribed and used.

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



Based on Undergraduate Curriculum Framework 2022

# UNIVERSITY OF DELHI

## UNDERGRADUATE PROGRAMMES OF STUDY STRUCTURE, COURSES & SYLLABI OF SEMESTERS – I to VI



Disclaimer: The syllabi are uploaded as approved by the Academic Council on ..... and Executive Council on ....



## **COURSES OFFERED BY DEPARTMENT OF Germanic & Romance Studies**

### **Category II**

**Courses for Undergraduate Programme of study with discipline as one of  
the Core Disciplines**

**B.A. Programme with Spanish with Major**

**(For e.g. courses for B.A. Programmes with \_\_\_\_\_ (discipline's name) as non-Major or  
Minor discipline)**

**Semester I****DISCIPLINE SPECIFIC CORE COURSE (DSC-1): Spanish in Context: Basic Level – 1****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 – 1	4	3	1	Nil	Class XII pass	Class XII pass

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

**Learning Objectives**

The Learning Objectives of this course are as follows:

At the end of semester 1, a student will

- be able 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 1.1 of the Common European Framework (CEF).

**Learning outcomes**

The Learning Outcomes of this course are as follows:

- Enable students to partially 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-1**

Content	Description
<b>Listening</b>	Understanding familiar words and very basic phrases about oneself, one's family, and immediate concrete surroundings such as very brief announcements in public spaces, short, simple formal/informal conversations, questions and instructions when speakers are speaking at a slower pace.

<b>Speaking</b>	Monologue: Describing and presenting oneself, one's immediate environment and the people s/he knows using simple phrases and sentences. Dialogue: Taking part in a conversation and interaction in a simple way provided the other person is prepared to repeat or to rephrase more slowly and help formulate what s/he is trying to say. Asking simple questions on familiar topics or matters related to oneself. Making simple purchases in shops or obtaining services that one requires.
<b>Reading</b>	Reading simple texts related to one's immediate environment such as notices, posters, fliers, personal messages or emails and answering questions on them.
<b>Writing</b>	Guided writing will include activities such as, filling a form, writing simple phrases (postcards, messages, invitations etc.) on everyday topics.
<b>Morphosyntax &amp; Vocabulary</b>	Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.
<b>Intercultural &amp; 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 – I</b>	Learn and exchange greetings. Write brief personal information. Learn the alphabets and speak some random words to practice pronunciation. Write a brief introduction. Learn to recognize country names and nationalities, different professions and different languages. Make simple questions. Learn some basic regular verbs, numbers 1-20, age, family members.	9 Hours
<b>UNIT – II</b>	Read a text on different motives for learning Spanish and what one wants to do in the course. Introduction of simple present tense. Use of 'a', 'con', 'de', 'por', 'para', 'porque' 'también', 'pero' etc. Personal pronouns. Learn to count numbers from 20 onwards. Learn about family relations and social relations. Talk to each other on this topic. Describe people and their character. Read texts on the description of a person and his/her character and talk about it with each other. Learn Possessive pronouns, Adjectives, Adverbs etc. Listen to texts on different topics. Express Leisure time Activities.	9 Hours
<b>UNIT III</b>	Read maps and know about Spanish speaking countries. Read texts about a locality. Use of Ser, Estar, Hay. Learn interrogatory words Cuál, Qué, Cuáles, Dónde, Cómo, Cuánto. Ask questions to each other. Talk about one's locality. Superlative degree. Indefinite articles. Quantifiers. Describe climate. Write about one's own country, about places to visit, people and climate. Make a presentation on your locality. Learn about parts of a house. Listen to texts related to this topic. Write an email to your friend about your city and where to travel. Design a project of a new locality and present it.	9 Hours
<b>UNIT – IV</b>	Read a text on daily routine and talk about the time when these activities are done. Different regular and irregular verbs. Reflexive verbs. Learn to tell the time. Cardinal numbers.	9 Hours

	Listen to a text related to day-to-day activities. Talk to your classmates about your daily routine. Make a questionnaire on the sequence of activities one does on a daily basis or one does sometimes or frequently or never and find out about the person in the class who is the most active. Learn about some famous personalities in the Hispanic world.	
<b>UNIT V</b>	Read a text on sports. Vocabulary in the different sports. Learn about different sports. Famous hispanic personalities in sports. Listen to a text related to the topic. The verbs 'Gustar' 'Encantar', 'Interesar'. Have a group discussion on what you like and what you dislike. Write a text on what 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 for a traveller in your city.	9 Hours

**Practical component (if any) - NIL****Essential/recommended readings**

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

- Alonso, Encina, et al, (2018), *Diverso A1-A2*, Libro de alumno, Madrid: SGEL.
- Sans, N., et al. (2016). *Aula Internacional I*. Barcelona. Barcelona: Editorial Difusión
- Campo C., et al. (2017). *Protagonistas A1*, Libro de alumno, Madrid: SM.
- Baulenas, Neus Sans, et al. (2016). *Bítacora I*, Libro de alumno, Barcelona: Editorial Difusión.
- Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al., (2017). *Sueña I* Libro de Alumno, Salamanca: Grupo Anaya.
- 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.**

**DISCIPLINE SPECIFIC CORE COURSE (DSC-2): Oral Skills in Spanish: Basic Level-1**

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
<b>Oral Skills in Spanish: Basic Level-1</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Class XII pass</b>	<b>Class XII pass</b>

### Learning Objectives:

In Semester 1, the student will learn to:

- read, listen to and understand simple texts and answer questions on them.
- talk about subjects pertaining to his/her immediate environment.
- interact in simple everyday situations.
- acquire basic language skills and holistic development of communicative abilities that would allow students to carry out basic communicative transactions like to introduce themselves and others, describe places, talk about their surroundings, express their likes and interests, etc., among other things.

### Learning Outcomes:

At the end of the course, a student will:

- have revised and improved his/her pronunciation.
- be able to communicate more effectively and confidently in the concerned language with enhanced focus on oral comprehension and expression skills.
- Attain partial A1 level of listening and speaking skills of the Common European Framework (CEF).

## SYLLABUS OF DSC-2

Contents:

UNIT	CONTENT	HOURS
Unit 1	-Listen to short texts ( dialogues, conversations interviews) and answer questions on them. - Greetings, introduce oneself, take leave, ask for and give information/personal details, to introduce another person (ex. classmates) , ask the identity of an unknown person, give reasons for learning a foreign language.	11 hours
Unit 2	- Listen to an audioguide, information on a tourist place, conversation, report and answer questions on them. - Name and situate places on a town map, talk about means of transport, get to know another person, talk about different types of lodging.	11 hours
Unit 3	- Listen to recorded testimonials, conversations, short interviews and telephone conversations and answer questions on them.	11 hours

	- Describe/ introduce the family, describe a person, talk about preferences, activities, explain a health problem, ask and answer questions.	
Unit 4	- Listen to messages on telephone, interviews, telephone conversations radio programs and answer questions on them. - Ask for and tell the time, describe one's typical work day, describe one's daily activities, propose and give information on different types of outings.	12 hours

**Practical component (if any) - NIL**

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

- Alonso, Encina, et al, (2021), *Nuevo Diverso Básico A1-A2*, Libro de alumno, Madrid: SGEL
- Sans, N., et al. (2016). *Aula Internacional I*. Barcelona. Barcelona: Editorial Difusión
- Campo C., et al. (2017). *Protagonistas A1*, Libro de alumno, Madrid: SM.
- Baulenas, Neus Sans, et al. (2016). *Bitacora I*, Libro de alumno, Barcelona: Editorial Difusión.
- Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al., (2017). *Sueña I* Libro de Alumno, Salamanca: Grupo Anaya.
- 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.

**Semester II**
**DISCIPLINE SPECIFIC CORE COURSE (DSC-3): 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	Successfully completed B.A. (Prog.) Sem. I	Successfully completed B.A. (Prog.) Sem. I

	Distribution of total credits				
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Total No. Credits	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)	No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
4	3	1	0	45	15	0	60

### 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 - 3

Content	Description
<b>Listening</b>	Listen to and understand basic phrases/ dialogues concerning one's hobbies, vacations, purchases, recipes etc.
<b>Speaking, which includes:</b>	
1.Monologue	Present orally, one's travel plans, one's likes and dislikes, express one's opinion, etc.
2.Dialogue	Engage in a simple conversation in everyday situations such as inviting someone, talking about the weather, ordering a meal etc.
<b>Reading</b>	Read and understand simple documents, texts, emails describing one's vacations, educational institutions, sports, menus, recipes, weather report, travelogues etc.
<b>Writing</b>	Guided writing activities. A few sentences, short text, email describing one's weekly schedule, hobbies, preparing menus, writing recipes, weather report, travelogues etc.
<b>Morphosyntax &amp; Vocabulary</b>	Simple grammatical structures and vocabulary used to describe one's favourite destinations, hobbies, meals, weather etc.
<b>Intercultural and co-cultural</b>	Introduction to Spanish-speaking regions/countries, celebrities from Spanish speaking countries, fashion, cinema, comic strips etc.

Unit	Content	Duration
<b>Unit 1</b>	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	<b>9 hours</b>



	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.	
<b>Unit 2</b>	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.	<b>9 hours</b>
<b>Unit 3</b>	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.	<b>9 hours</b>
<b>Unit 4</b>	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.	<b>9 hours</b>
<b>Unit 5</b>	Expressions related to study habits, both good and bad. Different definitions of education and which you think is the best. Finding out	<b>9 hours</b>

	<p>through a questionnaire as to how creative you are. Verbo + sustantivo. Nombre + adjetivo. Deber + infinitivo.</p> <p>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.</p>	
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### Practical component (if any) - NIL

#### Essential/recommended readings

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

- Alonso, Encina, et al, (2018), *Diverso A1-A2*, Libro de alumno, Madrid: SGEL.
- Sans, N., et al. (2016). *Aula Internacional I*. Barcelona. Barcelona: Editorial Difusión
- Campo C., et al. (2017). *Protagonistas A1*, Libro de alumno, Madrid: SM.
- Baulenas, Neus Sans, et al. (2016). *Bitacora I*, Libro de alumno, Barcelona: Editorial Difusión.
- Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al., (2017). *Sueña I* Libro de Alumno, Salamanca: Grupo Anaya.
- 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.**

### DISCIPLINE SPECIFIC CORE COURSE (DSC-4): Oral Skills in Spanish: Basic Level-2

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Oral Skills in Spanish: Basic Level-2	4	3	1	Nil	Successfully completed sem. I	Successfully completed sem. I

	Distribution of total credits				
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<b>Total No. Credits</b>	<b>Lecture (Credits)</b>	<b>Tutorial (Credits)</b>	<b>Practical (Credits)</b>	<b>No. of Hours of Lectures</b>	<b>No. of Hours of Tutorials</b>	<b>No. of Hours of Practical</b>	<b>Total Hours of Teaching</b>
4	3	1	0	45	15	0	60

**Learning Objectives:**

In Semester 2, the student will learn to :

- narrate experiences and events,
- ask for and give information
- talk of their daily routine, etc., among other things.

**Learning Outcomes:**

At the end of the course, a student will :

- have revised and improved his/her pronunciation
- be able to communicate more effectively and confidently in the concerned language with enhanced focus on oral comprehension and expression skills
- be able to formulate simple sentences, ask and answer questions about subjects pertaining to his/her immediate environment.
- attain Level A1 of listening and speaking skills of the Common European Framework (CEF).

**SYLLABUS OF DSC-4**

Contents:

<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
<b>UNIT 1</b>	- Listen to interviews, radio programs and answer questions based on them. - Describe past events and recent events and plans, present biography and describe a person physically and give advices.	<b>11 hours</b>
<b>UNIT 2</b>	- Listen to a telephonic conversation, radio program, audio post card, interviews, weather forecast, audio travel diary and answer questions based on them. - Understanding the itinerary of a stay, choose a destination and travel package, describe a city or a place, describe types of accomodation, talk about seasons and climate, express one's emotions and feelings.	<b>11 hours</b>
<b>UNIT 3</b>	- Listen to interviews, conversations , audio article, report, radio programs and answer questions based on them. - Give an opinion, make a purchase, compare one's habits, talk about changes from yesterday to today, buy clothes, give positive or negative judgements about your favourite places or monument in your city or country.	<b>11 hours</b>
<b>UNIT 4</b>	- Listen to audio testimonials, conversations, interviews, and answer questions based on them. - Talk about one's educational journey of learning Spanish, describe a restaurant, place an order, choose an outfit , describe a person or a thing, recommend a film or a show, organise a party.	<b>12 hours</b>

**Practical component (if any) – NIL**

**Essential/recommended readings:** Any of the text books given below may be prescribed:

- Alonso, Encina, et al, (2021), *Diverso A1-A2*, Libro de alumno, Madrid: SGEL.
- Sans, N., et al. (2016). *Aula Internacional I*. Barcelona. Barcelona: Editorial Difusió
- Campo C., et al. (2017). *Protagonistas A1*, Libro de alumno, Madrid: SM.
- Baulenas, Neus Sans, et al. (2016). *Bitacora I*, Libro de alumno, Barcelona: Editorial Difusión.
- Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al., (2017). *Sueña I* Libro de Alumno, Salamanca: Grupo Anaya.
- Martín Peris, E., Sans, N. (2016). *Gente I* Libro del alumno. Barcelona: Editorial Difusión

Additional material may be used.

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

**Semester III**
**DISCIPLINE SPECIFIC CORE COURSE (DSC-5): Spanish in Context: Intermediate Level – 1**
**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: Intermediate Level – 1	4	3	1	Nil	Successfully completed B.A. (Prog.) Sem. I and II	Successfully completed B.A. (Prog.) Sem. I and II

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

**Learning Objectives**

The Learning Objectives of this course are as follows:

At the end of Semester 3, a student will be able to:

- Read texts on various social topics and answer questions on them.
- Write short texts on subjects pertaining to his/her environment.
- Attain Level A2.1 of the Common European Framework (CEF)

### Learning Outcomes

The Learning Outcomes of this course are as follows:

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

### SYLLABUS OF DSC – 5

Content	Description
Listening	Listen to and understand texts on various topics like fashion, professions, health, means of communication, environment, etc.
Speaking, which includes:	
1.Monologue	Present orally one's views on various topics like health, professions, fashion, social media, etc.
2.Dialogue	Engage in conversations on various topics like clothes, health, professions, social media, etc.
Reading	Read and understand texts, emails, blogs on various topics like fashion, social media, professions, etc.
Writing	Guided writing activities. Writing a short text, an email, a formal and an informal letter, one's curriculum, etc.
Morphosyntax & Vocabulary	Grammatical structures and vocabulary used to talk and write on various topics like social media, fashion, health, professions, etc.
Intercultural and co-cultural	Introduction to Spanish-speaking regions/countries, celebrities from Spanish speaking countries, fashion, cinema, comic strips, etc.

Unit	Content	Duration
Unit 1	Talking about fashion, clothes and related issues. Reading, comprehending and discussing blogs on fashion. Vocabulary related to purchase of clothes – “rebajas, gastar mucho/poco dinero, probarse/ponerse/llevar una prenda.” Clothes, shoes and accessories for different occasions. Reacting to different opinions using “de acuerdo”, “yo también”, “yo tampoco” “yo sí”, “yo no”, etc. Material and style of clothes, measurements, prices, places where one can buy clothes, shoes, etc. Use of “qué, cuál, cuáles” while selecting and purchasing clothes, shoes and accessories. Discussing what we can do with clothes we don't need. Learning and using the “pronombres de objeto indirecto” and combining them with “pronombres objeto directo”. Using “pronombres posesivos – mío,mía, etc.”.	9 hours
Unit 2	Different professions and the work involved in them. Expressing positive and negative aspects at work. Vocabulary involved when talking about the workplace and work. The verb “soler”. Learning and using “el pretérito indefinido” of regular and irregular verbs. Learning time markers when speaking of the past like “ayer, el año pasado, hace tres años, etc.”. Talking of past actions and of special moments of life in the past. Forming a curriculum. Discussing the importance of work in one's life and other aspects like salary, free time, motivation, etc.	9 hours

	Reading and discussing the process of selection for a job. Talking of skills and capabilities. Discussing the preferred profession of the students.	
<b>Unit 3</b>	Talking of health. Knowing the human body. Discussing about the daily habits which lead to a healthy life. Talking about health problems using “doler, tener + fiebre, estar + enfermo/cansado, etc.”. Giving advice in order to maintain good health using “es necesario/importante, etc.”. Relating to others in a formal and informal way using “tú” and “usted”. Discussing one’s food habits and exercise routine. Talking about the different states of mind. Discussing remedies if in bad health. Interview with a nutritionist. Discussion on naturopathic medicine. Connectors which connect parts of a sentence – “...y es que”, “ya que”, “porque”, “en primer lugar”, etc. Expressing actions one should or should not do using “hay que/no hay que + infinitivo, deber + infinitivo, tengo que + infinitivo”.	9 hours
<b>Unit 4</b>	Talking about the different means of communication – the newspaper, the radio, the television, the social network. Pointing out the differences in paper press and digital press. Talking about the various sections of a newspaper – sports, culture, etc. Forming News Headlines. Discussing the structure of a news item – the headline, the introduction and the body with all the details. The contrast between the “Pretérito Perfecto” and “Pretérito Indefinido”. Use of “ya”, “todavía no”. Reacting to news using “qué + adjetivo”, “qué + adverbio”, “qué + sustantivo”, “qué + sustantivo + tan/más + adjetivo”. Discussing the different social networking sites. Writing a formal letter and email and an informal letter and email.	9 hours
<b>Unit 5</b>	Talking about environment and ecology. Discussing various issues related to environment like global warming, climatic change, natural resources, animals in danger of extinction. Expressing the cause of something using “porque”, “a causa de (que)”. Expressing the purpose for which something is done using “para + infinitivo”. Expressing opposition using “pero”, “sino (que)”, “sin embargo”. Expressing consequence using “por eso”. Using some nouns which are derived from verbs like “elevar...la elevación, cambiar...el cambio, etc.”. Expressing agreement/disagreement using “estar de acuerdo/en desacuerdo, etc.”. Expressing certainty using “estar seguro, etc.”. Structure of a conference. Expressions used in a debate.	9 hours

### Practical component (if any) – NIL

#### References:

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

- Alonso Encina, et al. (2018). *Diverso A1-A2*. Madrid: SGEL.
- Corpas J., et al. (2017). *Aula Internacional 2*. Barcelona: Editorial Difusión
- Campo C., et al. (2017). *Protagonistas A2*. Madrid: SM Español para extranjeros.
- Baulenas Neus Sans, et al. (2017). *Bítacora 2*. Barcelona: Editorial Difusión.
- Martínez María Angeles Alvarez, et al. (2017). *Sueña 2*. Madrid: Grupo Anaya.

Additional material can also be used.

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

**DISCIPLINE SPECIFIC CORE COURSE (DSC-6): Oral Skills in Spanish: Intermediate Level-1**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Oral Skills in Spanish: Intermediate Level-1	4	3	1	Nil	Successfully completed sem. I & II	Successfully completed sem. I & II

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

**Learning Objectives:**

At the end of Semester 3, students will learn to :

- listen to and understand simple texts and answer questions on them.
- talk on subjects pertaining to his/her immediate environment.
- interact in simple everyday situations.

**Learning Outcomes:**

At the end of the course, a student will :

- have revised and improved his/her pronunciation.
- be able to communicate more effectively and confidently in the concerned language with enhanced focus on oral comprehension and expression skills.
- attain partially Level A2 of listening and speaking skills as described in the Common European Framework(CEF).

**SYLLABUS OF DSC-6**

Contents:

UNIT	CONTENT	DURATION
Unit 1	<ul style="list-style-type: none"> <li>- Listening, analysing and synthesizing information, ideas presented in a talk/lecture/radio commentary/TV programme on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.</li> <li>- Understanding films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.</li> <li>- Reading, analysing and summarising texts/articles on different social issues or current affairs.</li> </ul>	11 hours

	<ul style="list-style-type: none"> <li>- Giving detailed accounts of experiences, feelings and reactions, giving details of unpredictable occurrences, e.g., an accident.</li> </ul>	
<b>Unit 2</b>	<ul style="list-style-type: none"> <li>- Narrating the plot of a book or film and describing his/her reactions.</li> <li>- Describing dreams, hopes, ambitions, events, real or imagined/preparing.</li> <li>- Conducting and presenting results of opinion polls on various social issues.</li> <li>- Preparing and presenting a skit/debating or making oral presentations on various social issues.</li> <li>- Narrating one's experiences of foreign language learning.</li> <li>- Explaining why something is a problem.</li> <li>- Giving brief comments on the views of others.</li> <li>- Comparing and contrasting alternatives/discussing what to do, where to go, who or which to choose.</li> </ul>	<b>11 hours</b>
<b>Unit 3</b>	<ul style="list-style-type: none"> <li>- Developing a repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/interests and familiar topics related to culture and civilisation.</li> <li>- Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future in a more coherent and sequenced manner, more detailed knowledge and usage of connectors, fairly developed sense of various moods, tenses and voices etc.</li> <li>- Developing sufficient understanding of phonological specificities and intonations of Spanish to help learners articulate more clearly and read more independently predicting pronunciation of unknown words.</li> </ul>	<b>11 hours</b>
<b>Unit 4</b>	<ul style="list-style-type: none"> <li>- Awareness of the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own in order to perform and respond to a wide range of social functions selecting the appropriate register.</li> <li>- Basic knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of Spain and Latin American countries.</li> <li>- Awareness of the salient politeness conventions and acting and responding appropriately.</li> </ul>	<b>12 hours</b>

**Practical component (if any) - NIL**

**Essential/recommended readings:** Any of the text books given below may be prescribed:

- Alonso Encina, et al. (2021). *Nuevo Diverso A1-A2*. Libro de alumno, Madrid: SGEL.
- Corpas J., et al. (2017). *Aula Internacional 2*. Barcelona: Editorial Difusión.
- Campo C., et al. (2017). *Protagonistas A2*. Madrid: SM Español para extranjeros.
- Baulenas Neus Sans, et al. (2017). *Bitacora 2*. Barcelona: Editorial Difusión.
- Martínez María Angeles Alvarez, et al. (2017). *Sueña 2*. Madrid: Grupo Anaya.

Additional material may be used.



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

## Semester IV

**DISCIPLINE SPECIFIC CORE COURSE (DSC-7): Spanish in Context: Intermediate 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: Intermediate Level – 2	4	3	1	Nil	Successfully completed B.A. (Prog.) Sem. I, II and III	Successfully completed B.A. (Prog.) Sem. I, II and III

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

### Learning Objectives

The Learning Objectives of this course are as follows:

At the end of Semester 4, a student will be able to:

- Read texts on various topics and answer questions on them.
- Write texts on a range of familiar subjects.
- Complete Level A2 and partially attain Level B1 of the Common European Framework (CEF).

### Learning Outcomes

The Learning Outcomes of this course are as follows:

- Enable students to attain A2 Level of listening, speaking, reading and writing skills in the concerned language and partially attain Level B1.
- Reading texts and answering questions on them.
- Equip students to write texts on a range of familiar subjects.

### SYLLABUS OF DSC – 7

Content	Description
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<b>Listening</b>	Listen to and understand texts on various topics like migration, art, technology, diversity, tradition, etc.
<b>Speaking, which includes:</b>	
1.Monologue	Present orally one's views on various topics like migration, art, technology, diversity, tradition, etc.
2.Dialogue	Engage in conversations on various topics like migration, art, technology, diversity, tradition, etc.
<b>Reading</b>	Read and understand texts, emails, blogs on various topics like migration, art, technology, diversity, tradition, etc.
<b>Writing</b>	Guided writing activities. Writing a text, an email, instructions for someone, etc.
<b>Morphosyntax &amp; Vocabulary</b>	Grammatical structures and vocabulary used to talk and write on various topics like migration, art, technology, diversity, tradition, etc.
<b>Intercultural and co-cultural</b>	Introduction to Spanish-speaking regions/countries, celebrities from Spanish speaking countries, fashion, cinema, comic strips, etc.

Unit	Content	Duration
<b>Unit 1</b>	Migration and its influence on different cultures. Discussing multiculturalism. A brief overview of some important events in world history. Use of “presente histórico”. Use of roman numbers. Learning how to refer to different periods of time using “a principios de, hoy en día, en las ‘últimas décadas, etc.’”. Reading about the different periods in the formation of the Spanish language. Cultures which have had an influence on the Spanish language and on our language. Learning “el pretérito imperfecto”. Reading about how certain cities and localities were earlier and how they are now and discussing what has changed and what is the same. Use of “ya no/todavía”. “Marcadores temporales del pasado y del presente – de joven, cuando...hoy en día, actualmente.” Talking about special memories of one's childhood. Use of “recordar” and “acordarse de algo o alguien”. Talking about the different periods of life – childhood, adolescence, youth, etc.	9 hours
<b>Unit 2</b>	Art and its importance. Describing works of art and discussing the messages different art works transmit. Discussing what art means to different students. Discussing the different art forms like painting, sculpture, dance, architecture, etc. Expressing prohibition and permission. Knowing what different signs mean in a museum or an art gallery so as to know what is prohibited and what is permitted. Reading a blog related to literature. “Contraste pretérito indefinido/pretérito imperfecto”. Reading the synopsis of novels and stories. Writing a synopsis of a book of one's liking. Completing a poem with the given expressions. Talking about the importance of music in our lives and the different music genres like classical, pop, jazz, etc. Reading a text on how the type of music we like tells us about our personality. Having a discussion on this topic. Use of quantifiers like “casi todo/a, todos/as, ningún, ninguno, etc.”. “Pronombres y adverbios interrogativos y exclamativos – qué, quién, cómo, cuánto, etc.”.	9 hours
<b>Unit 3</b>	Technology and its importance in our lives. Vocabulary related to technology and inventions. Reading and having a discussion on some	9 hours

	inventions which changed our lives. Discussing the role of technology in education. Vocabulary related to computers and informatics. Discussing the pros and cons of using technology in the class. Revision of “el pretérito perfecto, el pretérito indefinido, el pretérito imperfecto”. Using them together. Study of “el imperativo” and using it to give advice and instructions. “Colocación de los pronombres con imperativos.” Using the imperative in advertisements for giving instructions as to how to use a certain product. Making an advertisement for promoting a product. Discussing science fiction movies and the cybernetic technology. Reading and discussing a blog on robots. Imagine the presence of a robot in one’s life and have a discussion on this topic.	
<b>Unit 4</b>	Talking of diversity. Discussing the differences and similarities amongst different persons. How diversity begins with the physical aspect of a person. “El adjetivo y los modificadores – muy, demasiado, un poco gordo, guapo, etc.” “La descripción física – tiene ojos grandes, lleva barba, etc.”. “los artículos indeterminados y determinados”. “Los sustantivos masculinos y femeninos según sus terminaciones”. Discussing how and when our nationality is an important part of our personality. Reading about and having a discussion on habits and how good habits can improve the quality of our life. Revision of “el presente de indicativo; los verbos reflexivos”. Showing preference using “preferir”, “gustar”, “interesar”. Using “antes de/después de + infinitivo”. Expressing how frequently one does something using “siempre, normalmente, nunca, etc.”. Talking about the different styles of learning and what makes each student learn better. “Cuantificadores – cada, cualquier, todo el, toda la, etc.” Discussing what empathy means. Vocabulary related to the process of learning.	9 hours
<b>Unit 5</b>	Talking about tradition. Discussing customs and traditions. Discussion on vintage clothes, cars, furniture, etc. “Perifrasis verbales con gerundio – estar + gerundio, seguir + gerundio, llevar + gerundio.” “Perifrasis verbales con infinitivo – empezar a/comenzar a + infinitivo, volver a + infinitivo, estar a punto de + infinitivo. Reading and discussing an Instagram post on the topic of vintage fashion. “Expresar duración - desde + tiempo, desde que + verbo, desde hace, hace...que, etc.” Discussion on stereotypes and vocabulary related to the same. “Se sin sujeto agente - se + verbo”. Discussing time management and the important factors involved in it. “Cuantificadores – demasiado, mucho, bastante, poco, algún, ningún, la mayoría, etc.”. “Pronombres posesivos.” Vocabulary related to celebrations, customs and traditions. Discussing customs and celebrations of one’s country and of Spanish speaking countries.	9 hours

**Practical component (if any) - NIL****References:**

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

- Alonso Encina, et al. (2021). *Nuevo Diverso Básico A1-A2*. Madrid: SGEL.
- Alonso Encina, et al. (2021) *Nuevo diverso ESPAÑOL B*. Madrid:SGEL.
- Corpas J., et al. (2017). *Aula Internacional 2*. Barcelona: Editorial Difusión
- Campo C., et al. (2017). *Protagonistas A2*. Madrid: SM Español para extranjeros.

- Baulenas Neus Sans, et al. (2017). *Bitacora 2*. Barcelona: Editorial Difusión.
- Martinez María Angeles Alvarez, et al. (2017). *Sueña 2*. Madrid: Grupo Anaya.

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.**

### DISCIPLINE SPECIFIC CORE COURSE (DSC-8): Oral Skills in Spanish: Intermediate Level-2

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Oral Skills in Spanish: Intermediate Level-2	4	3	1	Nil	Successfully completed sem. I, II & III	Successfully completed sem. I, II & III

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

#### Learning Objectives :

In Semester 4, the student will learn to :

- carry on intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things.

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#### Learning outcomes:

At the end of Semester 4, a student will be able to :

- listen to different types of texts and answer questions on them.
- speak on subjects pertaining to their immediate environment as well as professional environment.
- answer questions and respond to simple statements.
- acquire intermediate level of language skills related to familiar routine and non-routine matters.
- Complete Level A2 Level of listening and speaking skills of the Common European Framework (CEF).

#### SYLLABUS OF DSC-8

Contents:

UNIT	CONTENT	HOURS
<b>Unit 1</b>	- Listen to a interview on Skype, a conversation on social networking website, interview on radio, travel diary. - Characterise a person, report a speech, express disagreement, speak about relations between people, convince someone, speak about one's state of mind.	11 hours
<b>Unit 2</b>	- Listen to and understand a radio show, forum on beauty, press report, a conversation on an internet website, to a conversation related to a kitchen recipe. - Understand tasks and instructions, write a recipe, understand a mode of operation, talk about success, speak about cleaning and cosmetic products.	11 hours
<b>Unit 3</b>	- Listen to a radio interview, a conversation on an internet website, online forum or on a webzine. - Understand a story or narration, narrate a memory, present a series of events, defend a cause, formulate a review and propose solutions, ask for and give advice.	11 hours
<b>Unit 4</b>	- Listen to a radio show, radio news about miscellaneous news items, debate on radio show (letters to the editor), street interview. - Talk about current affairs, understand informations in the press, take action and give details, give suggestions, express wishes and hopes, talk about news related to literature	12 hours

**Practical component (if any) - NIL****Essential/recommended readings:** Any of the text books given below may be prescribed:

- Alonso Encina, et al. (2021). *Nuevo Diverso Básico A1-A2*, Libro de Alumno, Madrid: SGEL.
- Alonso Encina, et al. (2021). *Nuevo Diverso ESPAÑOL B*, Libro de alumno, Madrid: SGEL.
- Corpas J., et al. (2017). *Aula Internacional 2*. Barcelona: Editorial Difusión.
- Campo C., et al. (2017). *Protagonistas A2*. Madrid: SM Español para extranjeros.
- Baulenas Neus Sans, et al. (2017). *Bitacora 2*. Barcelona: Editorial Difusión.
- Martinez María Angeles Alvarez, et al. (2017). *Sueña 2*. Madrid: Grupo Anaya.

Additional material may be used.

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.****Semester V****DISCIPLINE SPECIFIC CORE COURSE (DSC-9): Spanish in Context: Advanced Level – 1****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

	Credits	Credit distribution of the course		
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Course title & Code		Lecture	Tutorial	Practical/ Practice	Eligibility criteria	Pre-requisite of the course (if any)
Spanish in Context: Advanced Level – 1	4	3	1	Nil	Successfully completed B.A. (Prog.) Sem. I, II, III and IV	Successfully completed B.A. (Prog.) Sem. I, II, III and IV

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

### Learning Objectives

The Learning Objectives of this course are as follows:

At the end of Semester 5, a student will be able to:

- Read texts on various topics and answer questions on them.
- Write texts on a range of familiar subjects.
- Complete Level B1 and partially attain Level B2 of the Common European Framework (CEF).

### Learning Outcomes

The Learning Outcomes of this course are as follows:

- Enable students to attain B1 Level of listening, speaking, reading and writing skills in the concerned language and partially attain Level B2.
- Reading texts and answering questions on them.
- Equip students to write texts on a range of familiar subjects.

### SYLLABUS OF DSC – 9

Content	Description
<b>Listening</b>	Listen to and understand texts on various topics like change, co-existence, sources of information, well-being, science, etc.
<b>Speaking, which includes:</b>	
1.Monologue	Present orally one's views on various topics like change, co-existence, sources of information, well-being, science, etc.
2.Dialogue	Engage in conversations on various topics like change, co-existence, sources of information, well-being, science, etc.
<b>Reading</b>	Read and understand texts, emails, blogs on various topics like change, co-existence, sources of information, well-being, science, etc.

<b>Writing</b>	Guided writing activities. Writing a text, a biography, a blog, an article, an email, instructions for someone, etc.
<b>Morphosyntax &amp; Vocabulary</b>	Grammatical structures and vocabulary used to talk and write on various topics like change, co-existence, sources of information, well-being, science, 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 change in various spheres – in the education field, in the workplace, etc. Discussing social and economic changes in our country over the last few years. Reading and answering questions on the recent changes in the workplace in Europe. Vocabulary related to work and society. Revision of “pretérito perfecto, pretérito imperfecto, pretérito indefinido.” Reading and discussing about the changes which come about in a person after joining a job. Each student to tell how he or she has changed in the last year. Using the following expressions when talking of change – “volverse, hacerse, engordar/adelgazar, transformar, crecer, etc.”. Talking to one’s grandparents to know how the school was in their time. Defining and discussing resilience. Vocabulary related to different attitudes. Discussing how the situation of the women has changed over the last 100 years. Talking about some achievements of women. Discussing how the situation of women is different in different countries. Reading about some young persons who have brought changes in the world. Writing a biography about a person who has done something important to bring change in the world.	9 hours
<b>Unit 2</b>	Talking of co-existence. Discussing what co-existing in a new culture involves and reasons why people leave their country of origin and the positive and negative experiences they have or have had. “El pretérito pluscuamperfecto”. Revision of past tenses. Important factors in translation and interpretation. Talking about the conflicts which are generated between family members when living together in the same house. Discussing the norms which should be followed to co-exist together harmoniously at home and in class. “Causa y consecuencia – conectores: como, porque, es que, por eso, así que, etc.”. “La exclamación”. “Interjecciones”. Discussing various aspects related to immigration. Reading a portion of a book about the Spanish people who went to Latin American countries during the civil war in Spain. Answering questions on the same. Translating part of a poem. Reading a text on Latin American people who live in Spain. “Expresar aprobación y desaprobación – me parece bien/mal, etc.” “Conectores para relatar – cuando, entonces, al final, pero, de repente, etc.”. “Contraste de pasados – pretérito imperfecto, pretérito indefinido, pretérito perfecto y pretérito pluscuamperfecto”.	9 hours
<b>Unit 3</b>	Talking about the different sources of information. Discussing the importance of publicity and the social networks in our life. Discussing	9 hours

	<p>as to which source of information we give more importance to in our daily lives. Vocabulary related to publicity. Discussing what the purpose of publicity is and imagining life without it. Advertisements as an important source of communication and publicity. Slogans of different advertisements. “El imperativo afirmativo y negativo.” Use of imperative in advertisements. Comparing advertisements and seeing which each student likes the best. Factors involved in research work. Discussing how we are trapped in the digital world – how much time we spend on the mobile, on the internet. etc. Use of social networks for spreading government and other campaigns. “Los pronombres de objeto directo (OD) e indirecto (OI). Identifying the direct and indirect object pronouns in different campaigns. Writing a blog on your view about a video that has gone viral. Discussing how a person can be known by seeing who he or she follows on Twitter.</p>	
<b>Unit 4</b>	<p>Talking about one’s well-being and the factors involved in maintaining one’s well-being. Discussing the well-being of the country – its economy, education, social services, etc. Participating in a conference – “Dar una conferencia – saludo...presentación...conclusión, etc.”. “El presente de subjuntivo”. “Es Bueno/malo/mejor/necesario/importante/recomendable que + presente de subjuntivo.” “Te aconsejo/recomiendo/sugiero que + presente de subjuntivo.” Discussing what stress is and who suffers the most from it – the youth or the adults. Vocabulary related to the different states of mind. Discussing what situations of life lead to more stress. Reading about students who are facing problems related to stress and giving each one some advice. “Verbos irregulares en presente de subjuntivo”. Discussing the activities one does during free time. Reading a blog on the benefits of doing exercises and having a discussion on this topic. Writing an article on mental or physical health. “Adjetivos con ser y estar – es inteligente, estoy preocupado, etc.”</p>	9 hours
<b>Unit 5</b>	<p>Talking about science and its role in society. Discussing sustainability science of the planet. Vocabulary related to sustainability. “El futuro simple – verbos regulares e irregulares”. “Futuro+si+presente”, “si+presente+futuro”. Write about what each one does to protect the environment where one lives. Each student to write about his/her future as a student and what profession each one wants to take up in the future. Vocabulary related to the different professions. Read a blog on what it means to be scientific. Vocabulary related to the role of a scientist. “Cuando + presente de subjuntivo”. “Construcciones para expresar probabilidad – a lo mejor+indicativo.” “Posiblemente, seguramente, probablemente, quizás/tal vez+ indicativo/subjuntivo.” “Expresar hipótesis.” Each student to imagine and write about how his life will be after 15 years. Importance of science in one’s daily life. Discussion on the positive and negative aspects of science. Reading about certain projects devised by adolescents. “Extranjerismos innecesarios y necesarios”.</p>	9 hours

**Practical component (if any) - NIL**



**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.
- Sanchez, Lobato, et al. (2014). *Español sin fronteras 2*. Madrid: SGEL.
- Corpas J., et al. (2017). *Aula Internacional 3*. Barcelona: Editorial Difusión
- Baulenas Neus Sans, et al. (2017). *Bitacora 2*. Barcelona: Editorial Difusión.
- Martinez María Angeles Alvarez, et al. (2017). *Sueña 2*. Madrid: Grupo Anaya.
- Bautista, Coto, et al. (2011). *Tema a Tema B1*. Madrid: Editorial Edelsa.

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.**

**DISCIPLINE SPECIFIC CORE COURSE (DSC-10): Oral Skills in Spanish: Advanced Level-1**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Oral Skills in Spanish: Advanced Level-1	4	3	1	Nil	Successfully completed sem. I, II, III & IV	Successfully completed sem. I, II, III & IV

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

**Learning Objectives:**

In Semester 5, the student will learn to :

- express experiences, feelings and reactions in different situations.
- describe dreams, hopes, ambitions, events, real or imagined.
- to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.

**Learning Outcomes:**

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

- speak on topics which are familiar or of personal interest.
- be more proficient and fluent in the language.
- attain partial B1 level of listening and speaking skills of Common European Framework (CEF).

**SYLLABUS OF DSC-10****Contents:**

UNIT	CONTENT	HOURS
<b>Unit 1</b>	- Listen to an audioguide. - develop vocabulary about the criteria for choice of a city, report on ranking, warn about a societal phenomenon, give information on accommodation, communicate useful information on telephone, describe a lively place, express sentiments in relation to a city, describe one's arrival in a foreign city.	11 hours
<b>Unit 2</b>	- Listen to a conversation, radio show, audio visual extract of a sociological study. - Talk about outings, give advice, suggest an outing, choose a group outing.	11 hours
<b>Unit 3</b>	- Listen to a conversation, radio show, audio visual extract of a sociological study. - Talk about outings, give advice, suggest an outing, choose a group outing.	11 hours
<b>Unit 4</b>	- Listen to an audio record on radio broadcast, video (comic book page) - give account of an experience, express support and doubt, offer solutions, debate over controversial topics, identify a project for local sustainable development, to incite someone to act, identify eco friendly gestures, convince someone to do something.	12 hours

**Practical component (if any) - NIL**

**Essential/recommended readings:** Any of the text books given below may be prescribed:

- Alonso Encina, et al. (2021). *Nuevo Diverso ESPAÑOL B*, Libro de alumno, Madrid: SGEL.
- Campo C., et al. (2017). *Protagonistas B1*. Madrid: SM Español para extranjeros.
- Sanchez, Lobato, et al. (2014). *Español sin fronteras 2*. Madrid: SGEL.
- Corpas J., et al. (2017). *Aula Internacional 3*. Barcelona: Editorial Difusión.
- Baulenas Neus Sans, et al. (2017). *Bitacora 2*. Barcelona: Editorial Difusión.
- Martínez María Angeles Alvarez, et al. (2017). *Sueña 2*. Madrid: Grupo Anaya.
- Bautista, Coto, et al. (2011). *Tema a Tema B1*. Madrid: Editorial Edelsa.

Additional material may be used.

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

**Semester VI**

**DISCIPLINE SPECIFIC CORE COURSE (DSC-11): Spanish in Context: Advanced Level – 2**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

	Credits	Credit distribution of the course		
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Course title & Code		Lecture	Tutorial	Practical/ Practice	Eligibility criteria	Pre-requisite of the course (if any)
Spanish in Context: Advanced Level – 2	4	3	1	Nil	Successfully completed B.A. (Prog.) Sem. I, II, III, IV and V	Successfully completed B.A. (Prog.) Sem. I, II, III, IV and V

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

### 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 – 11

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
<b>Unit 3</b>	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	9 hours

	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 cociéndolo...)." 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."	
<b>Unit 4</b>	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...."	9 hours
<b>Unit 5</b>	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 + 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.	9 hours

### 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.
- Martínez 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.

### DISCIPLINE SPECIFIC CORE COURSE (DSC-12): Oral Skills in Spanish: Advanced Level-2

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Oral Skills in Spanish: Advanced Level-2	4	3	1	Nil	Successfully completed sem. I, II, III , IV & V	Successfully completed sem. I, II, III , IV & V

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

#### Learning Objectives:

In Semester 6, the student will learn to:

- describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
- to learn to express one's opinion, give and defend one's point of view on a wide range of contemporary social issues in a structured manner.

#### Learning Outcomes:

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

- be trained to sustain a chain of reasoned argument while debating and presenting on a wide range of topics by clearly articulating one's viewpoints with concrete details and examples.
- to produce simple connected text on topics that are familiar or of personal interest.
- complete Level B1 of listening and speaking skills of the Common European Framework (CEF).

#### SYLLABUS OF DSC-12

Contents:

UNIT	CONTENT	HOURS
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<b>Unit 1</b>	<ul style="list-style-type: none"> <li>- Listen to a radio show(testimonials), video and answer questions based on them.</li> <li>- Communicate on one's career, express one's motivation and present one's project, understand the tool "professional portfolio", understand and give advice for a job or interview, take risks, value your experience, understand one's job profile, describe the start of a working day.</li> </ul>	11 hours
<b>Unit 2</b>	<ul style="list-style-type: none"> <li>- to a radio show(online forum, interview, online press article), video (comic strip) and answer questions based on it.</li> <li>- Analyse front page of a magazine, compare traditional media and social media, report an event structure a press article, report past events, spot fake news, analyse fake news, capture attention of an audience, explain and argue.</li> </ul>	11 hours
<b>Unit 3</b>	<ul style="list-style-type: none"> <li>- Listen to a radio show(online press article), video and answer questions based on it.</li> <li>- Understand a program that presents a scientific innovation, discover young Spanish speaking talents and their achievements, explain a scientific discovery in simple manner, present a technological innovation, make an innovative concept understood, express one's opinion, imagine future, consider positive and negative consequences of an innovation.</li> </ul>	11 hours
<b>Unit 4</b>	<ul style="list-style-type: none"> <li>- Listen to a radio show(online press article, announcement, movie review), interview, video</li> <li>- Give positive review of a cultural event, present a piece of work, express enthusiasm, talk about live shows, find out about an artist's career, understanding prize list, review a film, react to a review, find books from Spain and Latin America, ask yourself the importance of reading.</li> </ul>	12 hours

**Practical component (if any) - NIL**

**Essential/recommended readings:** Any of the text books given below may be prescribed:

- Alonso Encina, et al. (2021). *Nuevo Diverso ESPAÑOL B*, Libro de alumno, 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). *Bitacora 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 may be used.

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

## DISCIPLINE SPECIFIC ELECTIVE

Semester V

### DISCIPLINE SPECIFIC ELECTIVE (DSE--1): Business Spanish

#### 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		
Business Spanish	4	3	1	Nil	Successfully completed Sem. I, II, III & IV	Successfully completed Sem. I, II, III & IV

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

#### Learning Objectives :

- To introduce basic terminologies specific to various professional fields, like, travel and tourism, banking etc.
- Imparting hands on knowledge of various fields so that the learners discover the nature of service provided by these sectors

#### Learning Outcomes:

- Create basic awareness about travel, tourism, marketing, management and banking sectors.
- Introduce students to basic practical aspects of these fields
- Enable students to communicate effectively with Spanish-speaking clients and colleagues in a variety of professional situations, such as interviews, conferences, meetings, and telephonic conversations
- Familiarise students with various discursive specificities of each domain
- Develop specialised & technical vocabulary, presentation skills
- Get to know the local business etiquette (e-mail communication, telephonic conversations, formal meetings, business trip etc.)

#### SYLLABUS OF DSE-1



**Content**

UNIT	CONTENT	DURATION
<b>Unit - 1</b>	<ul style="list-style-type: none"> <li>The profession of tour guiding and travel agent.</li> <li>Planning an itinerary by air, ship, train.</li> <li>Orientation of historical monuments and places</li> <li>Orientation on different kinds of tourism</li> <li>Making an audio-guide, preparing brochures/writing blog entries/making vlogs/reels on historical monuments, museums, events</li> </ul>	15 hours
<b>Unit - 2</b>	<ul style="list-style-type: none"> <li>Familiarize students with International travel and ticketing vocabulary, travel insurance and visa procedures. Health advisories.</li> <li>Develop an understanding of the Hotel Industry in Spain and Latin American countries/India, important hotel chains, Language used in hotel industry, airports and by airlines.</li> <li>Introduction to gastronomy and restauration</li> </ul>	15 hours
<b>Unit - 3</b>	<ul style="list-style-type: none"> <li>Writing job applications. Making a curriculum vitae.</li> <li>Preparing for job interviews, speaking about one's skills.</li> <li>Writing letters of acknowledgements, complaints, writing tenders for companies.</li> <li>Business codes and protocol, types of companies and structure of a company</li> </ul>	15 hours

**Practical component (if any) - NIL**

**Essential/recommended readings**

Any of the textbooks given below may be prescribed:

1. Aguirre Beltran B. Introducción al español de los negocios Madrid (2011).
2. Pérez Matilde, Alonso. Innovando en el mundo de los negocios. Madrid: September Ediciones (2011).
3. Nevaer, Louis. Speak Business Spanish like an Executive: Avoiding the Common Mistakes that hold Latinos back. New York: Hispanic Economics (2012).

If required, additional material will be provided.

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

**DISCIPLINE SPECIFIC ELECTIVE (DSE—2 ): Life Writing**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Credits	Credit distribution of the course		
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Course title & Code		Lecture	Tutorial	Practical/ Practice	Eligibility criteria	Pre-requisite of the course (if any)
Life Writing	4	3	1	Nil	Successfully completed Sem. I, II, III & IV	Successfully completed Sem. I, II, III & IV

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

### Learning Objectives:

This course intends to:

- help the student to understand the term “life writing”.
- help the student to analyse the characteristics of autobiographical and biographical texts.
- familiarize students with diaries and letters.
- equip students to analyse and write about travel experiences.

### Learning Outcomes:

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

- identify various kinds of life writings.
- analyse the characteristics of autobiographical texts, biographical texts, diaries and letters.
- write short autobiographical and biographical texts from the information given in the form of pointers.
- write travelogues.

## SYLLABUS OF DSE- 2

### Content

UNIT	CONTENT	DURATION
Unit - 1	Reading, writing and analysing fictional autobiographies, autobiographical songs and memoirs.	15 hours
Unit - 2	Reading, writing and analysing diaries and letters.	15 hours
Unit - 3	Reading, writing and analysing Travelogues and other forms of travel narratives.	15 hours

Practical component (if any) - NIL

**Essential/recommended readings:**

- Alberca, Manuel. El pacto ambiguo: de la autobiografía a la autoficción, Biblioteca Nueva, 2007
- Geertz, Clifford. The Interpretation of Cultures. New York: Basic Books (1973).
- Geertz, Clifford. Local Knowledge. New York: Basic Books (1983).
- Geertz, Clifford. Works and Lives: The Anthropologist as Author. Stanford: Stanford University Press (1989).
- Alain De Botton, The Art of Travel, Vintage; Reprint edition (May 11, 2004)

Extracts from:

- Lazarillo de Tormes.
- Bernardo Atxaga, Memorias de una vaca (1993)
- Camilo J. Cela: La familia de Pascual Duarte.(1942)
- Che Guevara: Notas del viaje por América Latina (Diarios de motocicleta) (1993)
- Eduardo Mendoza: Sin noticias de Gurb (1991)
- Elizabeth Burgos-Debray: Me llamo Rigoberta Menchu y así me nació la conciencia (1983)
- Fanny Calderón de la Barca: La vida en México
- Mauricio Rosencof, Las cartas que no llegaron (2002)
- Paco Roca: Memorias de un hombre en pijamas (2011)
- Pablo Neruda, Confieso que he vivido (1974)
- Ramón J. Sender: La Tesis de Nancy (1962)
- Rauda Jamis: Biografía de Frida Kahlo (1988)

If required, additional material will be provided.

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

**DISCIPLINE SPECIFIC ELECTIVE (DSE-3): Life in Spain and Latin American countries -1**

**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		
<b>Life in Spain and Latin American countries - 1</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>Nil</b>	<b>Successfully completed sem I, II, III &amp; IV</b>	<b>Successfully completed Sem. I, II, III &amp; IV</b>

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

**Learning Objectives:**

This course intends to:

- to give an overview of major developments in Spain and Latin American countries introducing them to some of the salient social, political and cultural events through a survey of literature and politics.
- Provide knowledge on various aspects of contemporary culture (films, art, education system...) in Spain and Latin American countries.

**Learning Outcomes:**

At the end of Semester 5, a student will have :

- familiarised themselves with the major social, political and cultural events of the Spanish speaking countries.
- basic understanding of the Contemporary Hispanic world.
- knowledge about education systems, home, family, leisure activities, festivals, dance forms, politics, tourism, physical geography of the Spanish speaking countries.

**SYLLABUS OF DSE-3****Content**

UNIT	CONTENT	DURATION
<b>Unit 1</b>	Some of the key Events in the History of Spain and Latin American countries: - The Catholic Kings, discovery of America and the Spanish Empire. - Spanish Civil War. - Latin American dictatorships.	<b>15 hours</b>
<b>Unit 2</b>	- Introduction to the Hispanic world. - The Hispanic presence in the United States of America.	<b>15 hours</b>
<b>Unit 3</b>	- Political and physical geographical features of Spain and Latin American countries. - Contemporary Spain and Latin America.	<b>15 hours</b>

**Practical component (if any) - NIL**

**Essential/recommended readings:**

- Chasteen, John Charles. (2001). *Born in blood and fire - A concise history of Latin America*. New York: Norton.
- Alvarez, Manuel Fernández. (2008). *Pequeña historia de España*. Madrid: Espasa

Libros SLU.

- Samaniego A. Fabián, et al. (1998). *¡Dímelotú!* Fortworth: Holt, Rinchartand Winston. ISBN: 003020078-
- Alonso E. et al. (2007). *Gente joven. Curso de español para jóvenes*. Barcelona: difusión.
- Dawson, Laila M, et al. (2001). *Dicho y Hecho*, New York: Joe Heider. ISBN 0-471-32353-
- Aparicio E. & Meana C. (2015) "*Mundo Real: Level I*". Cambridge-Edinumen
- Blanco J. A., Donley P. R. & Garner L. C. (2019) "*Vistas: Introducción a la lengua española*". USA: Vista Higher Learning
- Bowen W. S. & Bowen B. T. (2013) "*Abriendo Puertas: Ampliando Perspectivas*". Boston: Houghton Mifflin Harcourt
- Moya J. C. (2011) "*The Oxford Handbook of Latin American History*" USA: Oxford University Press.

**Website Articles:**

- Tierra, Corazon. (2016, February 26). *El merengue*. Retrieved from <https://www.aboutspano1.com/el-merengue-298234>
- Bottega, Nicolás. (2016, November 27). *El tango, una danza a tierra*. Retrieved from <http://nbottega.wixsite.com/nicolasbottega/single-post/2016/11/26/El-tango-una-danza-a-tierra-1>
- Tierra, Corazon. (2018, May 17). *¿Qué es el Jamenco?* Retrieved from <https://www.aboutspano1.com/que-es-el-flamenco298103>

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.

**DISCIPLINE SPECIFIC ELECTIVE (DSE-4): Introduction to Creative Writing**

**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		
Introduction to Creative Writing	4	3	1	0	Successfully completed sem I, II, III & IV	Successfully completed sem I, II, III & IV

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

## Introduction to Creative Writing

**Learning Objectives:**

- Imparting basic skills and tools of creative writing
- Encouraging students to express themselves creatively in the concerned foreign language.
- Learners master specialised vocabulary, and expressions for specific kind of creative texts.

**Learning Outcomes:**

- Enable students to write narrative, descriptive, dramatic, poetic and intermedial texts
- Equip students with various writing styles
- Making students aware of the specificities of various types of texts

**SYLLABUS OF DSE-4****Content**

UNIT	CONTENT	DURATION
<b>Unit - 1</b>	Descriptive Texts <ul style="list-style-type: none"> <li>• Writing description of day-to-day experiences</li> <li>• Describing persons, objects, places, settings</li> <li>• Usage of rhetoric, idiomatic expressions, comparisons etc., to enrich descriptive texts</li> <li>• words and imagery to depict atmosphere/mood</li> </ul>	12 hours
<b>Unit - 2</b>	Narrative texts <ul style="list-style-type: none"> <li>• Setting</li> <li>• Plot</li> <li>• Characterisation</li> <li>• Scene and point of view</li> <li>• Writing short stories, travelogues, autobiographical texts, diary entries etc.</li> </ul>	11 hours
<b>Unit - 3</b>	Dramatic Texts <ul style="list-style-type: none"> <li>• Setting the scene: Listing of, characters, backdrop, lighting</li> <li>• Developing the structure of the plot (Prologue, orientation, complication, resolution etc.)</li> <li>• Stylistic elements of play/script, such as usage of action words, usage of emotive expressions etc.</li> </ul>	11 hours
<b>Unit -4</b>	Intermedial Texts <ul style="list-style-type: none"> <li>• Basic structures of comic strips and graphic novels</li> <li>• How to write through images</li> <li>• Caricature/comic effects and visual cues</li> </ul>	11 hours

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

- King, Stephen, (2018), *Mientras escribo*, Barcelona: Debolsillo.
- Urién, Héctor, (2020), *El arte de contar bien una historia*, Barcelona: Editorial Alienta.
- Real Academia Española, (2018), *El libro de estilo de la lengua española*, Madrid: Editorial Espasa.
- Valentín, Vicente David, (2017), *El arte de escribir*, Madrid: Editorial Almuzara.

- Márquez, García Gabriel, (2004), *Cómo se cuenta un cuento*, Barcelona: Debolsillo.
- Chejov, P. Antón, (2016), *Sin trama y sin final*, Barcelona: Editorial Alba.
- Bradbury, Ray, (1990), *Zen en el arte de escribir*, Barcelona: Minotauro.
- Behn, Robin, and Chase Twichell, eds.(1992) *The Practice of Poetry: Writing Exercises from Poets Who Teach*. Harper (808.1/P881)
- Bishop, Wendy, (1999), *Colors of a Different Horse: Rethinking Creative Writing Theory and Pedagogy*, NCTE.
- Johnston, Bret Anthony, ed. (2008), *Naming the World: And Other Exercises for the Creative Writer*, New York: Random.
- Johnston, Sybil, (2002), *The Longman Journal for Creative Writing*, London: Longman
- Neubauer, Bonnie. (2005), *The Write-Brain Workbook: 366 Exercises to Liberate Your Writing*, Writers Digest

Additional material may be provided.

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

DISCIPLINE SPECIFIC ELECTIVE (DSE-5): Spanish through Audio-Visual Methods: Songs and Lyrics

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 through Audio-Visual Methods: Songs and Lyrics	4	3	1	Nil	Successfully completed sem I, II, III & IV	Successfully completed sem I, II, III & IV

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

**Learning Objectives:**

- to exploit songs, rhymes and lyrics as tools for language learning.
- To focus on written/oral expression and comprehension through songs and rhymes..

**Learning Outcomes:**

At the end of Semester 5, a student will have :

- attained different nuances of language through poetic as well as colloquial songs, popular rhymes and slams
- Improved grammar, punctuation and verb conjugations through these. Since songs are retained in memory, lyrics will be remembered in their contexts.
- Improved pronunciation and articulation and thereby fluency in the language.

**SYLLABUS OF DSE-5****Content**

UNIT	CONTENT	DURATION
Unit - 1	<ul style="list-style-type: none"> <li>• Introduction to famous songs, poems and rhymes as written or audio-video texts.</li> </ul>	15 hours
Unit - 2	<ul style="list-style-type: none"> <li>• Identification of specific words and structures and themes.</li> <li>• Analysis of grammar used and vocabulary, alternatives for the same can be suggested.</li> <li>• Analysis of the Song lyrics and themes which can be later used for writing and speaking.</li> </ul>	15 hours
Unit - 3	<ul style="list-style-type: none"> <li>• Writing and presenting poems, songs and rhymes.</li> <li>• Analysis of imagery in the video in relation to lyrics</li> </ul>	15 hours

**Practical component (if any) – NIL****Essential/recommended readings:**

Suggested Songs and Rhymes:

1. Chavela Vargas, Somos. (2009)
2. Marc Anthony, Vivir mi vida (2013)
3. Amparanoia, La vida te da. (2005)
4. José Feliciano, Feliz Navidad. (2014)
5. Super Simple Español—Canciones Infantiles y más. YouTube:  
<https://www.youtube.com/channel/UCyY3Wd5x85o8AKXjYSoxFAQ>
6. Top 20 Spanish Rhymes — Youtube:  
<https://www.youtube.com/watch?v=iiHsqJUJ97M>

Additional material may be provided.

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



## Semester VI

## DISCIPLINE SPECIFIC ELECTIVE (DSE-6): Children and Adolescent Literature

## 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		
Children and Adolescent Literature	4	3	1	Nil	Successfully completed sem I ,II, III, IV & V	Successfully completed sem I ,II, III, IV & V

Total No. of Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

Children and adolescent literature can be distinguished from mere books written for children as literature implies genre and literary tropes, premeditated contexts and settings and often a conscious attempt at portraying history and multiculturalism. In addition, adolescent literature written by adults is an institutional discourse that helps teenage readers understand their environment and society through the issues that present themselves in texts. Through novels, poems and theatre, we examine the values transmitted to children and how literature can influence moral and social decisions that adolescents are faced with.

**Learning Objectives**

This course intends to:

- introduce the learner to different genres of children and adolescent literature.
- develop the student's ability for analytical reading of various literary genres in Children and Adolescent literature.
- sensitize students about the role of literature in transmitting and preserving values of concerned culture.

**Learning outcomes**

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

- read and understand children and adolescent literature texts.
- analyse the characteristics of Children's Literature and distinguish it from Literature for Adults.
- understand the role and importance of Children and Adolescent Literature in the society.

**SYLLABUS OF DSE-6****Content**

UNIT	CONTENT	DURATION
Unit - 1	Literature for children and /or adult readers.	15 hours
Unit - 2	Folklore, fables and fairy tales for young children.	15 hours
Unit - 3	Children's literature and transmission of values.	15 hours

**Practical component (if any) - NIL****Essential/recommended readings**

Selection from the books by following authors should be made.

Federico García Lorca, Gloria Fuertes, Juan Martín Muñoz, Horacio Quiroga, Aquiles Nazoa, María Teresa Andruetto, Pablo Pedro Sacristán.

**References :**

Selections from the following Texts may be taken:

- García Lorca, Federico; Ramón Jiménez; Alberto, Rafael. (2004). *Mi primer libro de poemas*. Madrid: Anaya.
- Fuertes, Gloria. (2008). *Versos fritos*. Madrid: EDICIONES SUSAETA, SA.
- Fuertes, Gloria. (2017). *El libro de Gloria Fuertes: Antología de poemas y vida*. Barcelona: Ed. BLACKIE Books.
- Muñoz Martín, Juan. (2003). *Fray Perico y su borrico*. Madrid: EDICIONES SM.
- Quiroga, Horacio. (2008). *Cuentos de la selva y otros relatos*. Madrid: Ed. Alianza, ES.
- Nazoa, Aquiles. (2002). *La fábula de la ratoncita presumida*. Caracas: Ed. Ekare.
- Andruetto Teresa, María. (2008). *El árbol de lilas*. Córdoba, Spain: Ed. Comunicarte.
- Sacristán, Pedro Pablo. (2013, August 27). *Cuento Infantil español -Las arrugas*. Retrieved from <https://blogclasesinformativasdefernando.blogspot.com/2013/08/las-arrugas-por-pedro-pablo-sacristan.html>

Additional material can be used.

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

**DISCIPLINE SPECIFIC ELECTIVE (DSE-7): Introduction to Translation**
**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

	Credits	Credit distribution of the course		
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Course title & Code		Lecture	Tutorial	Practical/ Practice	Eligibility criteria	Pre-requisite of the course (if any)
Introduction to Translation	4	3	1	Nil	Successfully completed Sem. I,II, III, IV & V	Successfully completed Sem. I,II, III, IV & V

Total No. of Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

**Learning Objectives:**

This course intends to :

- familiarize students with language for specific purposes.
- familiarize students to the role and importance of translation.
- familiarize students with the challenges of translating a text.
- introduce techniques of translation.
- help students to make word glossaries.
- enable students to read parallel literature on texts chosen for translation.
- develop awareness about Ethics and accountability in translation.

**Learning Outcomes:**

At the end of semester, a student will:

- understand and analyse cultural aspects of Spain and Latin American Countries and develop intercultural competence amongst students.
- to do translation of short texts on daily routine/experience and fairy tales.
- to make word glossaries in above fields.

**SYLLABUS OF DSC-7**

UNIT	CONTENT	DURATION
Unit 1	<ul style="list-style-type: none"> <li>• Introducing different types of texts: technical, scientific, sacred, literary.</li> <li>• Brief study of language used in the above mentioned texts.</li> <li>• What is translation? Definition and challenges.</li> </ul>	12 hours
Unit 3	<ul style="list-style-type: none"> <li>• Introducing students to the techniques of translation.</li> <li>• Making of word glossaries.</li> <li>• Translation of short texts using advanced grammatical structures.</li> </ul>	11 hours
Unit 3	<ul style="list-style-type: none"> <li>• Machine translation and its limitations</li> <li>• Ethics and accountability in translation.</li> <li>• Translation of short texts on daily routine/experience.</li> </ul>	11 hours
Unit 4	<ul style="list-style-type: none"> <li>• Translation of short stories.</li> </ul>	11 hours

**Practical component (if any) - NIL****Essential/recommended readings:**

- Extracts from Susan Bassnett McGuire: Translation Studies (2002).
- Daniel Gile, Basic Concepts and Models for Interpreter and Translator Training John Benjamins Publishing (2009)
- Jeremy Munday, Introducing Translation Studies, Theories and Applications New York: Routledge((2012)
- Malmkaer Kirsten, Windle, Kevin. The Oxford Handbook of Translation Studies Oxford: OUP (2011).
- Baker, Mona. In Other Words.A Course Book in Translation. New York: Routledge (2011).
- López Guix, Juan Gabriel. Manual de Traducción Inglés – Castellano Madrid: Gedisa, (2012)
- Child, Jack. Introduction to Spanish Translation UPA, (2009)
- Haywood, Louise. Thinking Spanish Translation: A Course in Spanish Translation, Spanish to English New York: Routledge (2009)
- Lunn, Patricia et al. En otras palabras: perfeccionamiento del español por medio de la traducción Washington: Georgetown University Press, (2013).

Additional material may be used.

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

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE****DISCIPLINE SPECIFIC ELECTIVE (DSE-8): Life in Spain and Latin American countries-2****COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Life in Spain and Latin American countries-2	4	3	1	Nil	Successfully completed sem I ,II, III, IV & V	Successfully completed sem I ,II, III, IV & V

Total No. of Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

**Learning Objectives**

The course intends to:

- to give an overview of major developments in Spanish speaking countries introducing them to some of the salient social, political and cultural events through a survey of literature and politics.
- to provide knowledge on various aspects of contemporary culture (films, art, education system...) in Spain and Latin American countries.

**Learning Outcomes**

At the end of this course, students will be able to:

- understand historical, political, economic, cultural and social specificities of various Spanish Speaking Countries
- analyse various civilisational aspects of the Spanish speaking countries such as their education systems, home, family, leisure activities, festivals, politics, food, cultural and literary movements etc.
- develop intercultural competence to engage with Spanish Speaking Countries.

**SYLLABUS OF DSE-8**

**Content**

UNIT	CONTENT	DURATION
Unit – 1	Introduction to the Hispanic world.	15 hours
Unit – 2	Introduction to literature, cinema, art of Spain and Latin American countries.	15 hours
Unit – 3	Basic knowledge of various cultural and civilisational aspects of Spain and Latin American countries, such as, daily lives and routines of an average person, education systems, home, family, leisure activities, festivals, tourism ... in the areas of literature, cinema, art, etc.	15 hours

**Essential/recommended Readings**

- Chasteen, John Charles. (2001). *Born in blood and fire - A concise history of Latin America*. New York: Norton.
- Alvarez,Manuel Fernández. (2008). *Pequeña historia de España*. Madrid: Espasa Libros SLU.
- Samaniego A. Fabián, et al. (1998). *¡Dímelotú!* Fortworth: Holt, Rinchartand Winston. ISBN: 003020078-
- Alonso E. et al. (2007). *Gente joven. Curso de español para jóvenes*. Barcelona: difusión.
- Dawson, Laila M, et al. (2001). *Dicho y Hecho*, New York: Joe Heider. ISBN 0-471-32353-
- Aparicio E. & Meana C. (2015) "*Mundo Real: Level I*". Cambridge-Edinumen
- Blanco J. A., Donley P. R. & Garner L. C. (2019) "*Vistas: Introducción a la lengua española*". USA: Vista Higher Learning
- Bowen W. S. & Bowen B. T. (2013) "*Abriendo Puertas: Ampliando Perspectivas*". Boston: Houghton Mifflin Harcourt

- Moya J. C. (2011) *"The Oxford Handbook of Latin American History"* USA: Oxford University Press.

**Website Articles:**

- Tierra, Corazon. (2016, February 26). *El merengue*. Retrieved from <https://www.aboutespanol.com/el-merengue-298234>
- Bottega, Nicolás. (2016, November 27). *El tango, una danza a tierra*. Retrieved from <http://nbottega.wixsite.com/nicolasbottega/single-post/2016/11/26/El-tango-una-danza-a-tierra-1>
- Tierra, Corazon. (2018, May 17). *¿Qué es el Jamenco?* Retrieved from <https://www.aboutespanol.com/que-es-el-flamenco298103>

Additional material can be used.

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

**DISCIPLINE SPECIFIC ELECTIVE (DSE-9): Practical Media skills-1**

**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		
Practical Media skills-1	4	3	1	Nil	Successfully completed sem I, II, III, IV & V	Successfully completed sem I, II, III, IV & V

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

**Learning Objectives:**

- Provide knowledge about a brief History of journalism in the Hispanic world.
- Develop critical thinking skills regarding media consumption.
- Understand the different types of media and their impact on society.
- Imparting skills to analyze and evaluate media messages effectively.

- Enhancing communication skills for creating compelling media content (written, audio, or visual).
- Gain practical experience in using various media tools and platforms.

### Learning Outcomes:

At the end of the semester, the students will be able to:

- Understand different media forms.
- Familiarize themselves with print and audio-visual media of the Hispanic world.
- Develop an understanding of various types of journalism
- Develop skills to read, compare and analyse articles/reports/editorials/programmes/information across various types of media.
- Develop skills to prepare report/blogs/articles/editorials/forum on internet etc.
- Familiarize with basic editing skills.
- Create various media content like Social media posts, reels, podcasts, audio-visual posts, short films, ads, campaigns, social awareness posts etc.

### SYLLABUS OF DSE-9

#### Content

UNIT	CONTENT	DURATION
Unit – 1	<b>Introduction to Various Media</b> <ul style="list-style-type: none"> <li>• Understanding different types of media:</li> <li>• Print media</li> <li>• Electronic media</li> <li>• Photography, Audio-visual content, Multimedia</li> <li>• Social-media</li> </ul>	5 hours
Unit – 2	<ul style="list-style-type: none"> <li>• Brief History of journalism in the Hispanic world., newspapers of Spain and Latin American countries (El País, Spain; La Nación, Argentina; El Universal, Mexico; etc.).</li> <li>• Radio and T.V. news channels in the Hispanic world, as well as national and international multimedia journalism.</li> <li>• Learning to identify different media elements like framing, symbolism, and language use.</li> </ul>	15 hours
Unit – 3	<ul style="list-style-type: none"> <li>• Basic principles of storytelling for different media platforms.</li> <li>• Learning how to write clear and concise messages for various audiences.</li> <li>• Introduction to essential media production tools. Writing for print (news articles, blog posts)</li> <li>• Basic audio editing and recording skills (podcasts)</li> </ul>	15 hours
Unit-4	<ul style="list-style-type: none"> <li>• Students choose a topic and develop a media project using the skills learned throughout the course.</li> <li>• Projects can be individual or group-based, depending on the course structure.</li> <li>• Examples of projects: Summarizing an article/ Writing a report on an opinion poll/Preparing a flyer/ Writing blogs/Reporting crime/Preparing weather</li> </ul>	10 hours

	reports/Writing small reports on a given topic for wall-newspaper/Preparing a forum on the Internet; (TV/University life)/ poster-making for NGOs/voluntary work/social issues/preparing a podcast(University life, social life, voluntary work etc.)	
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**Learning/Teaching Material:** Any of the textbooks/websites given below may be prescribed:

- [www.totallygonzo.org](http://www.totallygonzo.org)
- [www.periodismogonzoargentina.blogspot.in](http://www.periodismogonzoargentina.blogspot.in)
- Luis Cebrián, Juan. La prensa en la calle. Escritos sobre Periodismo Madrid: Taurus, (1980).
- Martín Vivaldi, G.: Géneros periodísticos, Madrid: Paraninfo (1977).
- Núñez Ladeveze, L.: Manual para periodismo, Barcelona: Ariel (1991).
- Rodríguez Ruibal, Antonio: Periodismo turístico. Análisis del turismo a través de las portadas.

**Note:** Teachers are free to recommend supplementary study material.  
Additional material may be provided.

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

**DISCIPLINE SPECIFIC ELECTIVE (DSE-10): Spanish through audio-visual methods: Films**

**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 through audio visual methods: Films (Option-5)	4	3	1	Nil	Successfully completed sem I, II, III, IV & V	Successfully completed sem I, II, III, IV & V

Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				



4	3	1	0	45	15	0	60
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**Learning Objectives:**

- To use films as tools for language learning.
- To acquaint the students with concerned culture through films.

**Learning Outcomes:**

At the end of the semester, the students will be able to:

- Improve his/her Oral comprehension and expression through the Cinema of the Spanish speaking countries.
- Use films to discover cultural and historical aspects of the Spanish speaking countries.
- Acquaint himself/herself with conversational Spanish and the wide variations of pronunciation and intonation in the Spanish speaking world.
- Provide basic tools to analyse films and make very short films.

**SYLLABUS OF DSE-10****Content**

UNIT	CONTENT	DURATION
Unit - 1	<ul style="list-style-type: none"> <li>• Improving oral comprehension through films.</li> </ul>	15 hours
Unit - 2	<ul style="list-style-type: none"> <li>• Improving oral communication using specific scenes, by learning of new speech acts and conversational phrases and using them in role plays.</li> </ul>	15 hours
Unit - 3	<ul style="list-style-type: none"> <li>• Basic tools to analyse a film and make very short films.</li> </ul>	15 hours

**Learning/Teaching Material:**

Suggested Films:

1. *Flamenco* of Carlos Saura, 1995.
2. *El Laberinto de Fauno* of Guillermo del Toro, 2006.
3. *Hable con ella* of Pedro Almodóvar, 2002.
4. *Los Olvidados* of Luis Buñuel, 1950.

Additional films/material can be included.

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