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DEPARTMENT OF GERMANIC & ROMANCE STUDIES – SPANISH

SEMESTER-III

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## Category I

### B.A.(Hons) Spanish

#### DISCIPLINE SPECIFIC CORE COURSE – 7:

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Intermediate Reading and Writing Skills (1)	4	3	1	0	<b>Information to be filled</b>	Nil

#### Learning Objectives

Enable student to

- read complex texts and answer questions on them;
- be able to write complex texts, about subjects pertaining to his/her immediate environment;
- attain Level A 2.1 of the Common European Framework (CEF).

#### Learning Outcomes

- Enable students to fully attain A2.1 Level of reading and writing skills in the concerned language.
- Reading complex texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

#### Content:

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

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

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

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

## **SYLLABUS OF DSC-7**

### **UNIT – I (3 Weeks)**

#### **Spanish language and you**

Read a text related to the topic.

Write about habits and difficulties.

Write suggestions for improving your Spanish.

Read a text on how to learn Spanish better.

Write a questionnaire to know how your classmates learn and what their difficulties are.

### **UNIT – II (3 Weeks)**

#### **A life in pictures**

Read a text related to the topic.

Write a biography of an actor/director.

Write about your activities in the last weekend.

Read a text related to a topic.

Write on the pictures given.

Read a text related to a topic.

Write a biography of your favourite person.

### **UNIT – III (3 Weeks)**

#### **Home, sweet home**

Read a text related to a topic.

Different types of houses.

Read a text related to a topic.

Write a note on the interior designing of your drawing room.

Compare two houses with different interior design.

Write advertisement for the rent/sale of a house,

Read a text on unique houses.

Write about a house of your dreams.

### **UNIT – IV (3 Weeks)**

#### **How are things?**

Read a text related to a topic.

Write a note on greetings and goodbye.

What are they doing?

Difference between Dejar and Dar, estar+gerund

Write a brief note on your activities at present

.

### **UNIT –V (3 Weeks)**

#### **Leisure time**

Read a text related to the topic.

Write about how to spend free time.

Préterito perfecto, todavía, ya, marcadores temporales: hoy, este año, esta mañana ir a +infinitivo etc.

Write on a series of pictures.

Read a text related to the topic.

Write a plan of a weekend for a particular group, students, retired persons, a couple etc.

### **UNIT VI (3 Weeks)**

#### **I am vegetarian**

Read a text related to a topic.

Write the food items in the breakfast, in the lunch and at dinner.

Read a text on vegans and recipes

Write a recipe of your favorite food.

Read a text related to the topic.

Write a diet chart to lose some weight.

Se+tercera persona

Write on a dinner plan.

### **Essential/recommended readings**

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

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

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A2 Libro de alumno. Madrid, Madrid: SGEL.

2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 2 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.

3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 2 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.

4. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A2- Libro de alumno. Madrid, Madrid: Ediciones SM.

5. Sanz, N. (2016). Aula Internacional 2. Barcelona. Barcelona: Editorial Difusión

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

Additional material may be provided by the Department. Additional material may be provided by the Department.

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

## DISCIPLINE SPECIFIC CORE COURSE – 8

### Credit distribution, Eligibility and Pre-requisites of the Course

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

### Learning Objectives

Enable student to

- read simple texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her immediate environment;
- attain complete Level A 2.1 of the Common European Framework (CEF).

### Learning Outcomes

- Enable students to fully attain A2.1 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment.

### SYLLABUS OF DSC- 8

#### UNIT – I (3 Weeks)

#### Spanish language and you

Listen to an audio activity related to the topic.  
Talk about habits and difficulties.  
Interact to know suggestions for improving your Spanish.  
Listen to an audio related to the topic.

### **UNIT – II (3 Weeks)**

#### **A life in pictures**

Listen to an audio related to the topic.  
Speak about a biography of an actor/director.  
Exchange biography of your family member and learn to express your opinion.  
Listen to a text related to a topic.  
Express your opinion on a video clip or audio activity.

### **UNIT – III (3 Weeks)**

#### **Home, sweet home**

Read a text related to a topic.  
Different types of houses.  
Read a text related to a topic.  
Write a note on the interior designing of your drawing room.  
Compare two houses with different interior design.  
Write advertisement for the rent/sale of a house,  
Read a text on unique houses.  
Write about a house of your dreams.

### **UNIT – IV (3 Weeks)**

#### **How are things?**

Read a text related to a topic.  
Write a note on greetings and goodbye.  
What are they doing?  
Difference between Dejar and Dar, estar+gerund  
Write a brief note on your activities at present

### **UNIT –V (3 Weeks)**

#### **Leisure time**

Listen to a text related to a topic.  
Talk about your leisure time and activities you do.  
Interview a person in the class about his/her activities in his/her leisure time and record the audio.  
Exchange about how to spend free time.  
Speak about a plan of a weekend for a particular group, students, retired persons, a couple etc.

### **UNIT VI (3 Weeks)**

#### **I am vegetarian**

Listen to an audio related to the topic.  
Speak about the food items in the breakfast, in the lunch and at dinner.  
Listen to an audio related to the topic.

Exchange a recipe of your favorite food.  
 Invite at lunch and do role play.

**Essential/recommended readings**

**Essential/recommended readings/Suggestive readings**

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

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

Additional material may be provided by the Department. Additional material may be provided by the Department.

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

**DISCIPLINE SPECIFIC CORE COURSE – 9:**

**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		
Engaging with literary texts (1)						

**Learning Objectives:** Enable students to read and understand a short literary/journalistic/ad/song text adapted for students of level A2.1 and to answer questions on the same.

### Learning Outcomes

- Enable students to fully attain A2.1 Level skills in the concerned language.
- Understand ideas on audios listened and answering questions on them.
- Equip students to learn about subjects pertaining to his/her immediate environment.

## SYLLABUS OF DSC-9

### UNIT I Literary Texts

(3 Weeks)

**(A selection will be made from the list below)**

Miguel de Cervantes, *Rinconete y Cortadillo*, European Language Institute.

Cuentos y leyendas, todoele.net

Excerpts from Sanz N. (2016). *Aula Internacional 2*. Barcelona. Barcelona: Editorial Difusión:

Ajendro Amenábar

El Che Guevara

Las nuevas caras del cine español

Casas únicas

Vida en las plazas

Espacios naturales

Denominación de origen

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

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

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

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

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

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

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

### UNIT II Journalistic Texts

(3 Weeks)

**(A selection will be made from the list below)**

*Hoy en clase* de Campus Difusión

*Los espejuelos de Lennon -- Cuba* de Dolores Soler-Espiauba

*Con Frida en el altiplano -- Bolivia* de Dolores Soler-Espiauba

*Guantanamo -- Cuba* de Dolores Soler-Espiauba

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

*Los espejuelos de Lennon -- Cuba* de Dolores Soler-Espiauba

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

### UNIT III Simple poems

(3 Weeks)

**Poemas de Alfonsina Storni**

**Poemas de Federico García Lorca**



Poemas de Pablo Neruda  
Poemas de Francisco de Quevedo  
Poemas de José Agustín Goytoso  
Poemas de Rafael Alberti  
Poemas de Antonio Machado  
Poemas de Gloria Fuertes

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

**UNIT IV Simple Audio / Visual Texts/Songs (3 Weeks)**

(A selection will be made from the list below)

**Songs (A2)**

*Guantanamera*  
*No me doy por vencido*  
*Canciones de Audry Funk*  
*Vida de Rubén Blades*  
*Casas de Cartón de Marco Antonio Solís*  
*Mi país de Ruben Rada*  
*De donde vengo yo de ChocQuibTown*

**Documentaries**

Aldea Latinoamericana – Por la Geografía de América Latina  
Historia del Arte en 10 minutos  
Historia del imperio romano en 10 minutos

**UNIT V Advertisement (3 Weeks)**

**Suggestive readings**

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

1. Murillo, N. (2010). Todas las voces. Curso de cultura y civilización. Barcelona: Editorial
2. Difusión (cap. 4 Literatura: novelas, cuentos y leyendas, poesía, leer)
3. Sans, N., Miquel, L. Lola Lago (2003). Detective: Lejos de casa (A2). Barcelona: Editorial Difusión.
4. Sans, N., Miquel, L. Lola Lago (2003). Detective: una nota falsa (A2). Barcelona: Editorial
5. Difusión.
6. Soler-Espiauba, D. (2002). Con Frida en el altiplano (A1-A2). España: Editorial
7. Difusión.
8. Soler-Espiauba, D. (2008). Dos semanas con los ticos (A1-A2). Costa Rica: CEGAL.
9. Soler-Espiauba, D. (2014). Los espejuelos de Lennon (A1). Cuba: CEGAL.
10. Soler-Espiauba, D. (2012). Guantanameras (A1-A2). Cuba: Editorial Difusión.
11. Soler-Espiauba, D. (2015). Ojalá que te vaya bonito(A1-A2). México: Editorial Difusión.
12. Hoy en clase. Campus Difusión. <https://campus.difusion.com/dashboard>
13. Aldea Latinoamericana – Por la Geografía de América Latina  
<https://www.youtube.com/watch?v=2jN3kP-gM2o>
14. Historia del Arte en 10 Minutos, <https://www.youtube.com/watch?v=rUHxLrZwSIY>
15. Historia del imperio romano en 10 minutos,  
<https://www.youtube.com/watch?v=N4Ljm78end4>
16. 100 Anuncios Publicitarios con Eslogan

## DISCIPLINE SPECIFIC ELECTIVE - DSE 1

### Introduction to the History of Spain and the Spanish speaking World (1)

#### Learning Objectives:

To familiarize students with the major social, political and cultural events from the medieval to contemporary period

#### Learning Outcomes:

To provide a good understanding of Contemporary Spain and contemporary Latin America and their standing in the world

#### Unit 1

Arab contributions to Spanish culture (711-1492).

#### Unit 2

The Catholic kings, discovery of America and the Spanish empire.

#### Unit 3

XIX century Spanish American Independence movements

#### Unit 4

XX century: Spanish Civil War, Latin American dictatorships

#### Unit 5

Contemporary Spain and Latin America

#### References

- Fernandez Alvarez, Manuel. (2008). *Pequeña historia de España* Madrid: Espasa Libros SLU.
- Fernández Álvarez, Manuel. (2011) *España, biografía de una nación*. Madrid: Espasa Libros SLU.
- Hernández, Guillermo. (2008). *De la edad media a la actualidad*. Madrid: SGEL.
- Quintana, M. (2007). *Historia de América Latina* Madrid: Edinumen.
- Vazquez, German and Martinez Diaz, Nelson, et al. (1998). *Historia de América Latina*, Madrid: SGEL.

Additional material will be provided by the Department

#### Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

#### Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language
- 75% weightage on End Semester Written Examination

#### Keywords

*Spain, Latin America, Democracy, Dictatorship, Freedom Movement, Immigration, History*

## Life in Spanish speaking Countries

### Learning Objectives:

To introduce the learner to various aspects of contemporary culture (films, art, education system, etc.) in Spain and Latin America.

### Learning Outcomes:

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

### Unit 1

The 19th century phenomenon of the caudillo and cacique in Spain and Latin America. 20th century dictatorships (Franco - Spain, Trujillo - Dominican Republic, Pinochet - Chile, etc.) Banana republics. Guerrilla warfare. Revolutions (Mexico, Cuba).

### Unit 2

Transition to Democracy in Spain and Latin America. Spain and the European Union. NAFTA.

### Unit 3

Separatism, terrorism and regional nationalism in Spain. Grassroots people's movements in Latin America.

### Unit 4

Distant Neighbours: Latin America and the United States. Monroe Doctrine. Good Neighbour Policy.

Operation Condor. Spain: Multiculturalism and Immigration.

### Unit 5

Cultural forms and National Identity: Flamenco (Spain) Merengue (Dominican Republic) Tango (Argentina)

Cultures of resistance: La movida madrileña, New Song Movement, Narcocorridos.

### References

#### Excerpts from

- Chasteen, John Charles. (2001). *Born in Blood and Fire, A Concise History of Latin America*. New York: Norton.
- Florencia Garramuño. (2011). *Primitive Modernities: Tango, Samba and Nation* Trans. Anna Kazumi Stahl. Stanford: Stanford University Press.
- Grandin, Greg. (2006). *Empire's Workshop. Latin America, the United States and the Rise of the New Imperialism*. New York: Henry Holt.
- Pérez, Edmundo. (2012). *Que me entierren con narcocorridos*. Mexico: Grijalbo.
- Films: Dirs. Pedro Almodovar, Carlos Saura (Spain), Guillermo de Toro (Mexico) among others
- Music: Carlos Gardel (Tango) Mercedes Sosa (Folk) among others

Additional material will be provided by the Department

### Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.

- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

#### Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language
- 75% weightage on End Semester Written Examination

#### Keywords

*Culture, civilisation, Intercultural Competence, Spain, Latin America*

### **Different text types**

#### Learning Objectives

- To introduce and familiarize the learner to different types of literary and non-literary texts.
- To identify the linguistic, discursive and formal specificities of literary and non-literary texts
- To analyze the form and content of literary and non-literary texts.

#### Learning Outcomes

- Develops skills to study different text types in order to familiarize oneself with different kinds of language usages in literary and semi-literary texts.
- Enables learners to develop relevant analytical skills to critically evaluate the form and content of these texts
- Helps learners to identify different language registers, rhetoric and other compositional specificities of the texts.

#### **Unit 1**

**Prose:** Introduction and analytical study of both form and content of a variety of texts written in simple prose form such as shorter and longer Narrative genres, (Ex. short story, fable, chronicle, myth, novella, tales, anecdote, autobiography, biography, novel etc.), play etc.

#### **Unit 2**

**Poetry:** Introduction and analytical study of both form and content of various types of poetic texts, songs, slams etc. written in a simple and accessible language.

#### **Unit 3**

**Intermedial and semi-literary texts:** Introduction and analytical study of both form and content of comic strips, graphic novels, or semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture that are not too complex.

## References

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

- Merino, José María. (1998). *Cien años de cuentos (1989-1998)* Madrid, Madrid: Alfaguara
- Peinado, Juan Carlos ed. (2002) *Cuentos hispanoamericanos del siglo XX*, Salamanca, Salamanca: Anaya.

Additional texts by representative authors will be provided by the department.

## Teaching Learning Process

- Interactive teaching with presentations, discussions and debates.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, book reviews assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics and texts introduced in the class.

## Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language
- 75% weightage on End Semester Written Examination

## Keywords

Text types, Prose, poetry, intermedial and semi-literary texts, analytical study

## Debating and Presentation Techniques

### COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY THE DEPARTMENTS

### GENERIC ELECTIVES (GE-3)

#### 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		

## Learning Objectives

The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach 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. By the end of this semester the students will partially attain A2.1 level of CEF.

### Learning Outcomes

- Enable students to partially attain A2.1 Level of reading and writing skills in the concerned language
- Enable students to partially attain A2.1 Level of listening and speaking skills in the concerned language
- Equip students to read and write about opinions, plans, instructions related to one's immediate environment.
- Prepare learners to carry out small meaningful conversations to fulfil the needs of everyday life.

### Unit 1: Listening

Identifying the main points in short, clear, simple messages and announcements.

### Unit 2: Reading

Reading: 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.

### Unit 3: Speaking

- Monologue: Can describe in simple terms aspects of his/her background/relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs.
- Dialogue: Communicating 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 etc.

### Unit 4: Writing

Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need.

### References

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

- Campo, Cristina, Melero, Pilar. et. al.(2017) *Protagonistas A2- Libro de alumno*.Madrid, Madrid: Ediciones SM.
- Sanz, N. (2016). *Aula Internacional 2*. Barcelona. Barcelona: Editorial Difusión.

Additional material will be provided by the Department.

### Additional Resources

- Alondo, Elcina. Corpas, Jaime. (2018). *Diverso A1-A2 Libro de alumno*. Madrid: SGEL.
- Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2017). *Bítacora 2 Libro de alumno*. Barcelona: Editorial Difusión.
- Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). *Sueña 2 Libro de alumno*. Salamanca. Salamanca: Grupo Anaya.

## Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.

## Keywords

*Relevant environment, areas of immediate need, communicating in routine tasks*

### Category III

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

#### DISCIPLINE SPECIFIC CORE COURSE (DSC-B3): Intermediate Oral 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		
Intermediate Oral Skills – 1	4	3	1	Nil	Pass in B.A. (Prog.) Sem. II	None

#### Learning Objectives

The Learning Objectives of this course are as follows:

- Enhance fluency in the oral expression of the language.
- Attain proficiency in comprehending, extracting and expressing information from texts, blogs, dialogues, etc.
- Enable students to improve their oral skills based on the A2.1 level of the Common European Framework. (CEF)

#### Learning Outcomes

The Learning Outcomes of this course are as follows:

- Enable students to comprehend information on various topics and express themselves with enhanced fluency in the language.
- Equip students to express their views, opinions, choices, ideas in a more fluent and proficient manner.
- Attain proficiency in oral skills based on the A2.1 Level of the Common European Framework.

#### SYLLABUS OF DSC – B3

##### Unit 1

(3 weeks)

Read an interview of Isabel Casas, an expert blogger on fashion, fit in the given words and present.

Listen to an advertisement of a Colombian commercial centre and tell how much each garment costs after discount.

From a picture of a group of persons dressed differently, choose one and your friend has to guess which one by asking questions and your reply has to be yes or no only.



Read the text “La Eco Moda” based on Ethical Fashion – a new trend wherein some fashion designers use recycled material to create clothes. Complete the given sentences based on this text.

See a videoblog in which Jaime talks about discounts to his friends and answer the given questions. Then listen to what his friends respond and answer the questions. Keeping in mind the experiences of everyone and your own experience in the matter, answer some questions.

Read the text “Temporada de Rebajas” (Season of Sales) and tell what type of text it is and which of the given statements are correct.

Enact a scene in which two students become buyers and one becomes a sales person. It should include greetings, asking and giving information on some garments, asking and telling the size, the colour, the price, etc. Then finally see which one you like and buy it.

## **Unit 2**

**3 weeks**

Talk of yourself and your habits by completing the given parts of sentences. Then ask your friend about his or her habits.

Talk about the aptitude and knowledge required for getting into the given professions.

Look at pictures of some famous personalities and match the information given about them. Look for some more information about them on the internet and present.

Read a fragment of a blog of a traveller who talks of his travels across Latin America and answer the given questions.

Read two articles about two boys who had difficulties in their studies but who triumphed in their careers. Complete the articles with the given information.

Complete a conversation with the required verbs. Then listen to a recording and see if they are correct.

Look at a video and answer the given questions on the need for a career counsellor. Have a discussion on the importance of a career counsellor and of your experience, if any, of having consulted one.

Watch a fragment of a video blog in which Jaime talks to Martina about the profession she chose to study and answer some questions. Then have a discussion on the views of Jaime and Martina. Having known the views of Jaime, choose a profession for him from the given professions.

Read about ten qualities that companies look for in a candidate who applies for a job and talk about the qualities you have and how you can acquire more.

Enact a scene in which one student is an interviewer and the other comes for an interview. The interviewer asks about his or her educational qualifications, languages known, character, experience, etc. and the interviewee answers.

## **Unit 3**

**(3 weeks)**

Talk about activities which you consider good for yourself and those you consider bad from a given list of activities.

Put in chronological order a given conversation wherein a boy has hurt his foot and his friend asks him what has happened. Then listen to a recording and tell where it happened.

Listen to a dialogue wherein a patient talks of his illness and use the given statements to complete the dialogue. Then enact the scene in pairs.

Match the illnesses with the given advice and present short dialogues in pairs.

Change some sentences to ‘usted’ or ‘ustedes’ and present short dialogues in pairs.

Ask your friend some questions on health with multiple choice answers and discuss what he can improve upon for maintaining good health.

Watch a video about three friends talking about what they like about themselves and answer the given questions. Then tell what you like about yourself.

In groups, discuss what is required for having good self-esteem, taking the help of the given leading questions.

Read the text “Los trastornos alimenticios” (Eating disorders) and answer the given questions.

Enact a scene in which one student is unwell and tells how s/he feels and why s/he feels so and the other gives him or her advice on what s/he should do and what s/he should not. Use *deber+infinitive*, *poder+infinitive*, *lo mejor es*, etc.

#### **Unit 4**

**(3 weeks)**

Read the blog post “La prensa y los colores” (The press and the colours) and complete the given statements.

Answer questions on what you choose to listen to on the radio and what you prefer to see on the television. Then compare your answers with your friend’s answers and react with adequate expressions.

Discuss what type of books you read and have a discussion with your friends so as to find out who else likes to read similar books. Then together tell what you like about them.

Read two news items, “Ola de frío” (Cold wave) and “El éxito del cómic” (The success of the comic) and answer questions on them.

Listen to a news item on the radio and answer the questions.

Read an interview of an actor of telenovelas and form a question for each of the given answers.

Read the article “Internet y la vida privada” (Internet and private life) and match the given statements with the different paragraphs.

Read a text on the television programs of Puerto Rico and match the programs with the given information on them.

Listen to a podcast which talks about television and adolescents and indicate five sentences which are used in it out of the given seven.

Record two news items for the radio - one about some event and one related to society, paying attention to the language, the content and the expression.

#### **Unit 5**

**(3 weeks)**

Read the text “Clima” (Climate) completing it with the required given words and answer questions on it.

Listen to an expert talking about environment in a radio program and tell which environmental problems he is referring to.

Read the opinions of four persons on environment, completing what they are saying from the given statements.

Read a fragment of a conference on environmental education. Then add the required given statements and present.

Look at some photos highlighting some environmental problems and tell what they represent.

Read the text “Agua potable hecha de desechos” (Potable water made from waste) and tell if it seems like an interesting initiative to you. Then answer the questions on it.

Listen to a representative of a city of Venezuelan Caribbean in a radio program and tell what is said about the problems produced by plastic bags and the places where measures have been taken against their use.

In pairs, think of an initiative for promoting environmental education and present it in class. Discuss whether it is necessary to have a “World Environment Day” and how it is celebrated in your city or country.

Present in class what you do to take care of the environment.

Read the text “Ciclo de conferencias ambientales R21 de la Provincia de Buenos Aires” (Cycle of environmental conferences of the province of Buenos Aires) and tell the correct answer from the given answers.

Choose two consequences of global warming and explain them, taking care of the language, the content and the expression.

### References:

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

- *Diverso A1-A2 Libro de alumno*, Encina Alonso, Jaime Corpas et al, SGEL, Madrid (2018)
- *Diverso A1-A2 Cuaderno de ejercicios*, Encina Alonso, Jaime Corpas et al, SGEL, Madrid (2018)
- Campo C., et al. (2017). *Protagonistas A2 –Libro de alumno* Madrid: SM Español para extranjeros.
- Corpas J., et al. (2017). *Aula Internacional 2*. Barcelona: Editorial Difusión
- 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 will also be used.