

D 3.33	<p>Minutes of the Meeting of Board of Studies in International Studies by Circulation.</p> <p>The Academic Council approved the minutes of the Meeting of the Board of Studies in International Studies by Circulation.</p> <p style="text-align: center;">(Action: AR-PG)</p>
D 3.34	<p>Minutes of the Meeting of Board of Studies in Food Technology held on 07th May, 2018.</p> <p>The Academic Council did not approve the minutes of the Meeting of the Board of Studies in Food Technology held on 07th May, 2018.</p> <p>The Chairperson was informed to work on the following:</p> <ol style="list-style-type: none"> 1. List of SWAYAM Courses for UG and PG level needs to be prepared. 2. Departmental Council to decide on the courses. 3. Coding to be changed. 4. To introduce Internship for 8 credits in the last semester and also for Dissertation. 5. To seek clarification from the College on the Courses being taught without the approval of the Board of Studies and the Academic Council. <p style="text-align: center;">(Action: AR-PG)</p>
D 3.35	<p>Minutes of the Meeting of Board of Studies in Biotechnology held on 03rd May, 2018.</p> <p>The Academic Council approved the minutes of the Meeting of the Board of Studies in Biotechnology held on 03rd May, 2018.</p> <p style="text-align: center;">(Action: AR-PG)</p>
D 3.36	<p>Minutes of the meeting of Board of Studies in Tourism and Heritage Management held on 24/04/2018.</p> <p>The Academic Council approved the minutes of the Meeting of the Board of Studies in Tourism and Heritage Management held on 24/04/2018. The Chairperson, Board of Studies was requested to put the syllabus in the prescribed format.</p> <p style="text-align: center;">(Action: AR-PG)</p>
D 3.37	<p>Minutes of the meeting of Board of Studies in Hindi held on 13/04/2018.</p> <p>The Academic Council approved the minutes of the meeting of the Board of Studies in Hindi held on 13/04/2018 with the following changes:</p> <ol style="list-style-type: none"> 1. Compulsory Courses to be changed to Core Courses. 2. HNO 208 Study of special Author- Amrutlal Nagar should be changed to HNO 208 Study of Special Author-Amritlal Nagar. <p style="text-align: center;">(Action: AR-PG)</p>
D 3.38	<p>Minutes of the meeting of Board of Studies in Geography held on 31/01/2018.</p> <p>The Academic Council did not approve the minutes of the meeting of the Board of Studies in Geography held on 31/01/2018.</p> <p>The Chairperson, Board of Studies was requested to take the matter back to the</p>

	<p>Part G. The remark of the Dean of the Faculty.</p> <p>The minutes are in order. The minutes may be placed before the Academic Council with remarks if any. May be recommended for approval of Academic Council. Special remark if any. Date : Place :</p> <p style="text-align: right;">Dr.(Smt.) Ishrat Bi Khan Signature of the Dean.</p> <p style="text-align: right;">(Back to Index)</p>
D 3.33	<p>Minutes of the Meeting of Board of Studies in International Studies by Circulation.</p> <p>Part A</p> <p>Recommendations regarding courses of study in the subject or group of subjects at the under graduate level.</p> <p style="text-align: center;">NA</p> <p>Recommendations regarding courses of study in the subject or group of subjects at the post graduate level:</p> <p style="text-align: center;">NA</p> <p>Part B</p> <p>Scheme of Examination at undergraduate level</p> <p style="text-align: center;">NA</p> <p>Panel of examiners for different examinations at the undergraduate level.</p> <p style="text-align: center;">NA</p> <p>Scheme of Examinations at post graduate level</p> <p style="text-align: center;">NA</p> <p>Panel of examiners for different examinations at post graduate level</p>

NA

Part C

Recommendation regarding preparation and publication of selection of reading material in the subject or group of subjects and the names of the persons recommended for appointment to make the selection.

NA

Part D

Recommendation regarding general academic requirements in the Department of University or affiliated colleges.

Acceptance of Spanish Level I and Level II courses and reading materials.

Part D (ii)

Recommendations of the Academic Audit Committee and Status thereof.

NA

Part E

Recommendation of the Text books for the course of study at undergraduate level.

NA

Recommendation of the text book for the course of study at Post graduate level.

NA

Part F.

Important Points for Consideration/Approval of Academic Council

The important points /recommendations of BOS that require consideration/ approval of Academic Council (Points to be highlighted) as mentioned below.

Acceptance of Spanish Level I and Level II courses (courses enclosed).

Annexure I (refer page no 1582)

The declaration by the Chairman that the minutes were readout by the Chairperson at the meeting itself.

Through Circulation

	<p>Date: 20.04.2018 Place: Goa University</p> <p style="text-align: right;">Dr. Aparajita Gangopadhyay Signature of the Chairperson BOS International Studies</p> <p>Part G</p> <p style="text-align: center;">The remarks of the Dean of the Faculty</p> <p>The minutes are in order</p> <p>The minutes may be placed before the Academic Council with remarks if any.</p> <p>May be recommended for approval of Academic Council</p> <p>Special remarks if any.</p> <p style="text-align: right;">Prof. N. Shyam Bhat Signature of the Dean</p> <p>Date: Place:</p> <p style="text-align: right;">(Back to Index)</p>
<p>D 3.34</p>	<p>Minutes of the Meeting of Board of Studies in Food Technology held on 07th May, 2018.</p> <p><u>Part A</u></p> <p>Recommendations regarding courses of study in the subject or group of subjects at the under-graduate level. Not in the agenda</p> <p>Recommendations regarding courses of study in the subject or group of subjects at the Post-graduate level.</p> <p>(c) Course Structure of M.Sc. Food Technology as per 64 credits under CBCS (Annexure I) Annexure I (refer page no 1596)</p> <p>(d) Syllabus of M.Sc. Food Technology as per 64 credits under CBCS (Annexure II)</p> <p>(e) SWAYAM – MOOC’s Course – Serial No. 23 of UGC list is identified for optional course for students of M.Sc Food Technology. (Annexure III)</p> <p><u>Part B</u></p>

D 3.33 Minutes of the Meeting of Board of Studies in International Studies by Circulation.
Annexure I

Programme: MA International Studies

Course Code : IRO 121
Language Level I (Beginners)

Title of the Course: Spanish

Number of Credits: 4

Effective from AY: 2018-19

<u>Prerequisites for the course:</u>	Open to all students of Goa University interested in learning level I Spanish Language. No prior knowledge of Spanish required.	
<u>Objective:</u>	<p>LEVEL 1 (Correlative to A1-A2 Levels according to the Common European Framework of Reference for Languages – CEFR).</p> <p>This Beginner level course aims from a communicative perspective, to develop, in an integrated and significant way, the fundamental linguistic skills (Reading Comprehension, Writing, Listening, Grammar and Speaking) in Spanish Language.</p> <p>The methodology is based on a communicative approach in order for students to become independent language users, guiding them in acquiring and improving their comprehension and oral skills as well as their written expression through different learning areas such as Grammar, Vocabulary, Reading Comprehension, Speaking and Listening. Based on themes that are prevalent in the Hispanic world, students will be familiar with socio-cultural elements of the language.</p>	
<u>Content:</u>	<p>5. Subject pronouns. Gender and number of nationality adjectives. Interrogative pronouns: ¿cómo?, ¿dónde?, ¿de dónde?, ¿cuál?, ¿cuáles, ¿qué? ¿cuántos? Definite and indefinite articles. Gender and number of nouns. Present tense of regular verbs: -ar, -er, -ir. Present tense of irregular verbs: tener, hacer, estar, saber, conocer, 1668athet, vestirse, despertarse, acostarse.... Ser + adjectives to describe physical appearance and personality. Quantity adverbs: muy, bastante, un poco + adjective.</p>	<p>01 Credit (12 Hours)</p> <p>(Back to Index) (Back to Agenda)</p>

	<p>Possessive determinants: mi/s, tu/s, su/s, nuestro/a/os/as, vuestro/a/os/as.</p> <p>Verb gustar (to like) and indirect object pronoun: me, te, le, nos, os les. A mí también / a mí tampoco.</p> <p>Contractions: al and del.</p> <p>Prepositions and prepositional phrases referring to places: en, entre, en el centro (de), alrededor (de), al final (de), delante (de), detrás (de), encima (de)...</p> <p>6. Reflexive verbs: lavarse, levantarse, ducharse, bañarse...</p> <p>Frequency adverbs: siempre, a veces, nunca, todos los días, normalmente...</p> <p>Present tense of irregular verbs.</p> <p>Prepositions: a, de, en, por.</p> <p>Interrogative pronouns: ¿cuándo?, ¿cuánto?</p> <p>Prepositional phrases referring to places: (muy) lejos (de), (muy) cerca de, todo recto...</p> <p>Difference between hay/está (n).</p> <p>Place adverbs: aquí, ahí, allí.</p> <p>Hay que + infinitive.</p> <p>Tener que + infinitive.</p> <p>Querer + noun, infinitive.</p> <p>Preferir + noun, infinitive.</p> <p>Conjunctions: o, pero.</p> <p>Future time expressions: mañana, ahora, hoy, el + day of the week, en + month.</p> <p>Ir a + infinitive.</p> <p>Para + infinitive.</p> <p>Ser / parecer + (muy / bastante / un poco) + adjective.</p> <p>Estar + bien / mal.</p> <p>Comparisons: más... que / menos... que.</p> <p>Porque + verb.</p> <p>7. Ser + clothes description.</p> <p>Relative pronoun: que</p> <p>Present perfect simple (or past simple). Regular verbs.</p> <p>Time expressions: ayer, el otro día...</p> <p>Demonstrative determiners: este/a/os/as, ese/a/os/as, aquel/aquella/os/as.</p> <p>Hace, hay, está + weather expression.</p> <p>Impersonal verbs: llover, nevar.</p> <p>Quantity adverbs: muy, mucho.</p> <p>The present indicative of regular and irregular verbs.</p> <p>Gender and number of nouns and adjectives.</p> <p>Verbs: gustar (like), encantar (love), quedar (meet), sentar (sit), doler (hurt), interesar</p>	<p>01 Credit (12 Hours)</p> <p>01 Credit (12 Hours)</p> <p>01 Credit</p>
--	---	--

	<p>(interest) and indirect object pronouns. Interrogative pronouns. Use of porque (because). The preterite (simple or indefinite) of regular and irregular verbs. Time expressions to report past events. Ayer (yesterday), el otro día (the other day), la semana pasada (last week), tres años después (three years later), al año siguiente (next year), ese mismo año (that same year)...</p> <p>Desde (que)/desde hace/hace (que) –since/for.</p> <p>8. Direct object pronouns: me (me); te (you), lo/la (him, her, it); nos (us), os (you), los/las (them). Indirect object pronouns: me (me), te (you), le/se (him, her, it), nos (us), os (you), les/se (them). Combination of direct and indirect object pronouns. Prepositions: from (desde), until (hasta).... Si (If) + present indicative, present indicative. The preterite (simple or indefinite) of regular and irregular verbs. Time expressions: hoy (today), esta semana (this week), este mes (this month), este año (this year), esta mañana/tarde/noche (this morning/afternoon/tonight), hace un rato (a while ago)...</p> <p>Adverbs of frequency: muchas veces (many times), varias veces (several times), a veces (sometimes), alguna vez (seldom), casi nunca, (almost never)...</p> <p>Time adverbs: ya/todavía no (already/not yet)...</p> <p>Comparison of the preterite perfect tense/ pluperfect tense.</p> <p>Periphrasis: ir a + infinitive (going to + inf); estar (be) + gerund (gerunds: regular and irregular). Periphrasis and direct and indirect object pronouns. Comparison of the present/present continuous.</p>	(12 Hours)
<u>Pedagogy:</u>	Written and Listening Activities, Oral Expression Activities, Participation throughout the Course, Progress Test, Final Test.	
<u>References/Readings</u>	<p>7. Alonso, M., Prieto, R.: Embarque 3, Madrid, Edelsa, 2012.</p> <p>8. Castro, F., Uso de la gramática española. Nivel Intermedio, Madrid, Edelsa, 2000.</p>	

	<p>9. Corpas, J., Garmendia, A. & Soriano, C.: Aula 3, Barcelona, Difusión, 2013.</p> <p>10. V.V.A.A. Gramática básica del estudiante de español, Barcelona, Difusión, 2011.</p> <p>11. Martínez, M. José.: Las Claves del Nuevo DELE A1 y A2, Barcelona, 2015.</p> <p>12. Lobón López M. José.: Expresión oral, Madrid, En clave ELE, 2016.</p>	
<u>Learning Outcomes</u>	<p>8. Can understand and use very frequently-used everyday expressions as well as simple phrases to meet immediate needs.</p> <p>9. Can understand sentences and frequently-used expressions related to the areas of experience most immediately relevant to him/her (e.g. basic personal and family information, places of interest, employment, etc.).</p> <p>10. Can communicate in simple, everyday tasks requiring no more than a simple and direct exchange of information on familiar and routine matters.</p> <p>11. Can describe in simple terms aspects of his/her past, environment and matters related to his/her immediate needs.</p> <p>12. Have a range of basic language structures and sufficient vocabulary available to deal with familiar and predictable situations.</p> <p>13. Be able to use a series of simple grammatical constructions sufficiently correctly that any errors made do not hinder understanding.</p> <p>14. Have a generally clear and understandable pronunciation.</p>	

Programme: MA International Studies

Course Code : IRO 122
Language Level II (Advanced)

Title of the Course: Spanish

Number of Credits: 4

Effective from AY: 2018-19

<u>Prerequisites for the course:</u>	Open to all students of Goa University interested in learning level I Spanish Language. Basic knowledge of	
---	--	--

	Spanish required.	
<u>Objective:</u>	<p>LEVEL 2 (Correlative to A2-B1 Levels according to the Common European Framework of Reference for Languages – CEFR).</p> <p>This Intermediate level course aims from a communicative perspective, to develop, in an integrated and significant way, the fundamental linguistic skills (Reading Comprehension, Writing, Listening, Grammar and Speaking) in Spanish Language.</p> <p>The methodology is based on a communicative approach in order for students to become independent language users, guiding them in acquiring and improving their comprehension and oral skills as well as their written expression through different learning areas such as Grammar, Vocabulary, Reading Comprehension, Speaking and Listening. Based on themes that are prevalent in the Hispanic world, students will be familiar with socio-cultural elements of the language.</p>	
<u>Content:</u>	<p>5. Linkers: primero (first), luego (next), después (then), por 1672athet (finally), al fina (eventually) Comparison of the preterite perfect tense/ indefinite tense. Prepositions: a (at, to), de (of), en (at, in, on), por/para (for). Porque (because)+cause; por (for)+noun/infinitive; 1672athete (because of)+result The affirmative and negative imperative of regular and irregular verbs. Imperative with direct and indirect object pronouns. Imperative of reflexive verbs. Lexical forms of the affirmative imperative: mira (look), oye (listen), ¿diga?, oiga, perdone (excuse me)... When + present indicative.</p> <p>6. The present subjunctive of regular and irregular verbs. Es (it is)+qualifying adjective+infinitive/que+subjunctive. No creo/pienso/opino (I don't believe/think) + que (that)+ subjunctive. Possessive pronouns: mío/a/s (mine), tuyo/a/s (your), suyo/a/s (his, her, its), nuestro/as (our), vuestro/a/s(your)</p>	<p>01 Credit (12 Hours)</p> <p>01 Credit (12 Hours)</p> <p>01 Credit (12 Hours)</p>

	<p>Pronouns with prepositions. Conmigo (with me), contigo (with you).</p> <p>Quantifiers and indefinite pronouns.</p> <p>Uses of ser and estar.</p> <p>Periphrasis and direct and indirect object pronouns.</p> <p>Relative sentences with que and donde.</p> <p>7. Comparison of preterite perfect tense/ indefinite tense.</p> <p>Comparison of preterite perfect tense/ pluperfect tense.</p> <p>The pluperfect tense.</p> <p>Time indicators: ayer (yesterday), el otro día (the other day), hace dos años (two years ago), hoy (today), esta semana (this week), hace un rato (a while ago), ya (already) todavía no (not yet)...</p> <p>Indirect style with verbs of speaking, feeling and thinking.</p> <p>Interrogative pronouns and adverbs.</p> <p>Linkers: primero (first), luego (next), después (then), por 1673athet (finally), al final (eventually)</p> <p>8. Use of infinitive and indicative to express simultaneous, consequent and delimited actions.</p> <p>Al+infinitive (on+inf), cuando (when), mientras (while), hasta que (till)</p> <p>Adjectives with ser and estar.</p> <p>Comparatives of equality, superiority and inferiority.</p> <p>Superlatives.</p> <p>Indefinite adjectives: Several, each...</p> <p>Comparison between determinate and indeterminate articles.</p> <p>Use of the indicative to express cause por (for), como (for), debido a que (due to), por culpa de (as a result of), gracias a que (thanks to)</p> <p>Use of the indicative to express consequence así (es) que (so), 1673athete (because of that), por lo tanto (therefore), entonces (then)</p> <p>The present subjunctive of regular and irregular verbs.</p> <p>Use of the infinitive and subjunctive to express obligation and need, pride and shame, agreement and disagreement, anger and joy...</p> <p>The verbs poner and ponerse with adjectives.</p> <p>Direct and indirect object pronouns.</p> <p>Use of the infinitive and subjunctive to express purpose, para que (so as to), a fin de (in order to)...</p> <p>Use of the infinitive, indicative and subjunctive to</p>	01 Credit (12 Hours)
--	--	-------------------------

	express concession: pero (but), sin embargo (however), aunque (although), a pesar de (even though).	
<u>Pedagogy:</u>	Written and Listening Activities, Oral Expression Activities, Participation throughout the Course, Progress Test, Final Test.	
<u>References/Readings</u>	<ol style="list-style-type: none"> 7. Alonso, M., Prieto, R.: Embarque 3, Madrid, Edelsa, 2012. 8. Castro, F., Uso de la gramática española. Nivel Intermedio, Madrid, Edelsa, 2000. 9. Corpas, J., Garmendia, A. & Soriano, C.: Aula 3, Barcelona, Difusión, 2013. 10. VV.AA.: Gramática básica del estudiante de español, Barcelona, Difusión, 2011. 11. Martínez, M. José.: Las Claves del Nuevo DELE A1 y A2, Barcelona, 2015. 12. Lobón López M. José.: Expresión oral, Madrid, En clave ELE, 2016. 	
<u>Learning Outcomes</u>	<ol style="list-style-type: none"> 5. Is able to understand the main points of clear texts in standard language if they are about topics with which they are familiar, whether in work, study or leisure contexts. 6. Can cope with most of the situations that might arise on a trip to areas where the language is used. 7. Is able to produce simple, coherent texts about topics with which they are familiar or in which they have a personal interest. 8. Can describe experiences, events, wishes and aspirations, as well as briefly justifying opinions or explaining plans. 	

Programme: MA International Studies

Course Code : IRO 121
Language Level I (Beginners)

Title of the Course: Spanish

Number of Credits: 4

Effective from AY: 2018-19

<u>Prerequisites for the course:</u>	Open to all students of Goa University interested in learning level I Spanish Language. No prior knowledge of Spanish required.	
---	---	--

<p><u>Objective:</u></p>	<p>LEVEL 1 (Correlative to A1-A2 Levels according to the Common European Framework of Reference for Languages – CEFR). This Beginner level course aims from a communicative perspective, to develop, in an integrated and significant way, the fundamental linguistic skills (Reading Comprehension, Writing, Listening, Grammar and Speaking) in Spanish Language. The methodology is based on a communicative approach in order for students to become independent language users, guiding them in acquiring and improving their comprehension and oral skills as well as their written expression through different learning areas such as Grammar, Vocabulary, Reading Comprehension, Speaking and Listening. Based on themes that are prevalent in the Hispanic world, students will be familiar with socio-cultural elements of the language.</p>	
<p><u>Content:</u></p>	<p>9. Subject pronouns. Gender and number of nationality adjectives. Interrogative pronouns: ¿cómo?, ¿dónde?, ¿de dónde?, ¿cuál?, ¿cuáles, ¿qué? ¿cuántos? Definite and indefinite articles. Gender and number of nouns. Present tense of regular verbs: -ar, -er, -ir. Present tense of irregular verbs: tener, hacer, estar, saber, conocer, 1675athet, vestirse, despertarse, acostarse.... Ser + adjectives to describe physical appearance and personality. Quantity adverbs: muy, bastante, un poco + adjective. Possessive determinants: mi/s, tu/s, su/s, nuestro/a/os/as, vuestro/a/os/as. Verb gustar (to like) and indirect object pronoun: me, te, le, nos, os les. A mí también / a mí tampoco. Contractions: al and del. Prepositions and prepositional phrases referring to places: en, entre, en el centro (de), alrededor (de), al final (de), delante (de), detrás (de), encima (de)...</p> <p>10. Reflexive verbs: lavarse, levantarse, ducharse, bañarse... Frequency adverbs: siempre, a veces, nunca, todos los días, normalmente... Present tense of irregular verbs. Prepositions: a, de, en, por.</p>	<p>01 Credit (12 Hours)</p> <p>01 Credit (12 Hours)</p>

	<p>Interrogative pronouns: ¿cuándo?, ¿cuánto? Prepositional phrases referring to places: (muy) lejos (de), (muy) cerca de, todo recto... Difference between hay/está (n). Place adverbs: aquí, ahí, allí. Hay que + infinitive. Tener que + infinitive. Querer + noun, infinitive. Preferir + noun, infinitive. Conjunctions: o, pero. Future time expressions: mañana, ahora, hoy, el + day of the week, en + month. Ir a + infinitive. Para + infinitive. Ser / parecer + (muy / bastante / un poco) + adjective. Estar + bien / mal. Comparisons: más... que / menos... que. Porque + verb. 11. Ser + clothes description. Relative pronoun: que Present perfect simple (or past simple). Regular verbs. Time expressions: ayer, el otro día... Demonstrative determiners: este/a/os/as, ese/a/os/as, aquel/aquella/os/as. Hace, hay, está + weather expression. Impersonal verbs: llover, nevar. Quantity adverbs: muy, mucho. The present indicative of regular and irregular verbs. Gender and number of nouns and adjectives. Verbs: gustar (like), encantar (love), quedar (meet), sentar (sit), doler (hurt), interesar (interest) and indirect object pronouns. Interrogative pronouns. Use of porque (because). The preterite (simple or indefinite) of regular and irregular verbs. Time expressions to report past events. Ayer (yesterday), el otro día (the other day), la semana pasada (last week), tres años después (three years later), al año siguiente (next year), ese mismo año (that same year)... Desde (que)/desde hace/hace (que) –since/for. 12. Direct object pronouns: me (me); te (you), lo/la (him, her, it); nos (us), os (you), los/las (them). Indirect object pronouns: me (me), te (you),</p>	<p>01 Credit (12 Hours)</p> <p>01 Credit (12 Hours)</p>
--	--	---

	<p>le/se (him, her, it), nos (us), os (you), les/se (them). Combination of direct and indirect object pronouns.</p> <p>Prepositions: from (desde), until (hasta)...</p> <p>Si (If) + present indicative, present indicative.</p> <p>The preterite (simple or indefinite) of regular and irregular verbs.</p> <p>Time expressions: hoy (today), esta semana (this week), este mes (this month), este año (this year), esta mañana/tarde/noche (this morning/afternoon/tonight), hace un rato (a while ago)...</p> <p>Adverbs of frequency: muchas veces (many times), varias veces (several times), a veces (sometimes), alguna vez (seldom), casi nunca, (almost never)...</p> <p>Time adverbs: ya/todavía no (already/not yet)...</p> <p>Comparison of the preterite perfect tense/ pluperfect tense.</p> <p>Periphrasis: ir a + infinitive (going to + inf); estar (be) + gerund (gerunds: regular and irregular). Periphrasis and direct and indirect object pronouns.</p> <p>Comparison of the present/present continuous.</p>	
<p><u>Pedagogy:</u></p>	<p>Written and Listening Activities, Oral Expression Activities, Participation throughout the Course, Progress Test, Final Test.</p>	
<p><u>References/Readings</u></p>	<p>13. Alonso, M., Prieto, R.: Embarque 3, Madrid, Edelsa, 2012.</p> <p>14. Castro, F., Uso de la gramática española. Nivel Intermedio, Madrid, Edelsa, 2000.</p> <p>15. Corpas, J., Garmendia, A. & Soriano, C.: Aula 3, Barcelona, Difusión, 2013.</p> <p>16. V.V.A.A. Gramática básica del estudiante de español, Barcelona, Difusión, 2011.</p> <p>17. Martínez, M. José.: Las Claves del Nuevo DELE A1 y A2, Barcelona, 2015.</p> <p>18. Lobón López M. José.: Expresión oral, Madrid, En clave ELE, 2016.</p>	

<p><u>Learning Outcomes</u></p>	<ol style="list-style-type: none"> 15. Can understand and use very frequently-used everyday expressions as well as simple phrases to meet immediate needs. 16. Can understand sentences and frequently-used expressions related to the areas of experience most immediately relevant to him/her (e.g. basic personal and family information, places of interest, employment, etc.). 17. Can communicate in simple, everyday tasks requiring no more than a simple and direct exchange of information on familiar and routine matters. 18. Can describe in simple terms aspects of his/her past, environment and matters related to his/her immediate needs. 19. Have a range of basic language structures and sufficient vocabulary available to deal with familiar and predictable situations. 20. Be able to use a series of simple grammatical constructions sufficiently correctly that any errors made do not hinder understanding. 21. Have a generally clear and understandable pronunciation. 	
--	--	--

Programme: MA International Studies

Course Code : IRO 122

Title of the Course: Spanish Language Level II (Advanced)

Number of Credits: 4

Effective from AY: 2018-19

<p><u>Prerequisites for the course:</u></p>	<p>Open to all students of Goa University interested in learning level I Spanish Language. Basic knowledge of Spanish required.</p>	
<p><u>Objective:</u></p>	<p>LEVEL 2 (Correlative to A2-B1 Levels according to the Common European Framework of Reference for Languages – CEFR). This Intermediate level course aims from a communicative perspective, to develop, in an integrated and significant way, the fundamental linguistic skills (Reading Comprehension, Writing, Listening, Grammar and Speaking) in Spanish Language.</p>	

	<p>The methodology is based on a communicative approach in order for students to become independent language users, guiding them in acquiring and improving their comprehension and oral skills as well as their written expression through different learning areas such as Grammar, Vocabulary, Reading Comprehension, Speaking and Listening. Based on themes that are prevalent in the Hispanic world, students will be familiar with socio-cultural elements of the language.</p>	
<p><u>Content:</u></p>	<p>9. Linkers: primero (first), luego (next), después (then), por 1679athet (finally), al fina (eventually) Comparison of the preterite perfect tense/ indefinite tense. Prepositions: a (at, to), de (of), en (at, in, on), por/para (for). Porque (because)+cause; por (for)+noun/infinitive; 1679athete (because of)+result The affirmative and negative imperative of regular and irregular verbs. Imperative with direct and indirect object pronouns. Imperative of reflexive verbs. Lexical forms of the affirmative imperative: mira (look), oye (listen), ¿diga?, oiga, perdone (excuse me)... When + present indicative.</p> <p>10. The present subjunctive of regular and irregular verbs. Es (it is)+qualifying adjective+infinitive/que+subjunctive. No creo/pienso/opino (I don't believe/think) + que (that)+ subjunctive. Possessive pronouns: mío/a/s (mine), tuyo/a/s (your), suyo/a/s (his, her, its), nuestro/as (our), vuestro/a/s(your) Pronouns with prepositions. Conmigo (with me), contigo (with you). Quantifiers and indefinite pronouns. Uses of ser and estar. Periphrasis and direct and indirect object pronouns. Relative sentences with que and donde.</p> <p>11. Comparison of preterite perfect tense/ indefinite tense.</p>	<p>01 Credit (12 Hours)</p> <p>01 Credit (12 Hours)</p> <p>01 Credit (12 Hours)</p>

	<p>Comparison of preterite perfect tense/ pluperfect tense.</p> <p>The pluperfect tense.</p> <p>Time indicators: ayer (yesterday), el otro día (the other day), hace dos años (two years ago), hoy (today), esta semana (this week), hace un rato (a while ago), ya (already) todavía no (not yet)...</p> <p>Indirect style with verbs of speaking, feeling and thinking.</p> <p>Interrogative pronouns and adverbs.</p> <p>Linkers: primero (first), luego (next), después (then), por 1680athet (finally), al final (eventually)</p> <p>12. Use of infinitive and indicative to express simultaneous, consequent and delimited actions. Al+infinitive (on+inf), cuando (when), mientras (while), hasta que (till)</p> <p>Adjectives with ser and estar.</p> <p>Comparatives of equality, superiority and inferiority.</p> <p>Superlatives.</p> <p>Indefinite adjectives: Several, each...</p> <p>Comparison between determinate and indeterminate articles.</p> <p>Use of the indicative to express cause por (for), como (for), debido a que (due to), por culpa de (as a result of), gracias a que (thanks to)</p> <p>Use of the indicative to express consequence así (es) que (so), 1680athete (because of that), por lo tanto (therefore), entonces (then)</p> <p>The present subjunctive of regular and irregular verbs.</p> <p>Use of the infinitive and subjunctive to express obligation and need, pride and shame, agreement and disagreement, anger and joy...</p> <p>The verbs poner and ponerse with adjectives.</p> <p>Direct and indirect object pronouns.</p> <p>Use of the infinitive and subjunctive to express purpose, para que (so as to), a fin de (in order to)...</p> <p>Use of the infinitive, indicative and subjunctive to express concession: pero (but), sin embargo (however), aunque (although), a pesar de (even though).</p>	<p>01 Credit (12 Hours)</p>
<p>Pedagogy:</p>	<p>Written and Listening Activities, Oral Expression</p>	

	Activities, Participation throughout the Course, Progress Test, Final Test.	
<u>References/Readings</u>	<p>13. Alonso, M., Prieto, R.: Embarque 3, Madrid, Edelsa, 2012.</p> <p>14. Castro, F., Uso de la gramática española. Nivel Intermedio, Madrid, Edelsa, 2000.</p> <p>15. Corpas, J., Garmendia, A. & Soriano, C.: Aula 3, Barcelona, Difusión, 2013.</p> <p>16. VV.AA.: Gramática básica del estudiante de español, Barcelona, Difusión, 2011.</p> <p>17. Martínez, M. José.: Las Claves del Nuevo DELE A1 y A2, Barcelona, 2015.</p> <p>18. Lobón López M. José.: Expresión oral, Madrid, En clave ELE, 2016.</p>	
<u>Learning Outcomes</u>	<p>9. Is able to understand the main points of clear texts in standard language if they are about topics with which they are familiar, whether in work, study or leisure contexts.</p> <p>10. Can cope with most of the situations that might arise on a trip to areas where the language is used.</p> <p>11. Is able to produce simple, coherent texts about topics with which they are familiar or in which they have a personal interest.</p> <p>12. Can describe experiences, events, wishes and aspirations, as well as briefly justifying opinions or explaining plans.</p>	

[\(Back to Index\)](#)[\(Back to Agenda\)](#)