

Course name: Spanish I

Course Description

Throughout this course, students learn the basic grammatical and lexical structures needed to communicate in everyday life situations. Students are exposed to both Rioplatense Spanish (spoken in Argentina and Uruguay) as well as to Peninsular Spanish (spoken in Spain).

The course follows the guidelines of the Common European Framework of Reference for Languages (CEFR) as an international standard to measure the students' level of comprehension as well as their oral and written expression in Spanish.

Course Aims/Objectives

- To develop communicational skills in Spanish.
- To understand and use everyday expressions and basic phrases to satisfy immediate needs
- To introduce himself/herself and others
- To ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- To interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
- To describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Learning Outcomes

At the end of the course students should be able to:

- Greet others, introduce themselves and say goodbye.
- Exchange personal information and ask and answer questions.
- Identify quantities of objects. Identify things in the classroom and talk about academic courses.
- Ask about family relationships.
- Express possession, age, nationality, and physical states.
- Describe people and things.
- Describe everyday activities, tell time and specify days of the week.
- Express likes, dislikes, plans, intentions, knowledge and familiarity.
- Talk about the months, seasons, and the weather.

Developmental Outcomes

By the end of this course, students will have improved their speaking and listening skills and should be able to communicate about a limited number of topics with native speakers.

Class Methodology

This course is based on the communicative approach to language learning which emphasizes genuine communication and student-centered teaching. Teachers act as facilitators encouraging students' active participation.

Contents and Tentative Schedule

Week 1

The Spanish alphabet. The Spanish consonants, vowels and diphthongs. Stress and written accents. Nouns. Gender. Definite and indefinite articles. Personal Pronouns.

Numbers from 1 to 30. Vocabulary related to everyday nouns.

Verbs "ser", "llamarse" and "tener".

Exchanging personal information. Greetings.

Week 2

Daily habits and routines. Weekend activities. Occupations. "Porque" and "para". Numbers from 30 to 100.

Regular verbs ending in -AR, -ER and -IR. Verbs "interesar" and "querer".

Talking about plans for the weekend. Talking about the main difficulties when learning the Spanish language and making recommendations on how to overcome them.

Week 3

Vocabulary related to weather.

Adjectives of quantity: mucho/s, mucha/s. Superlative adjectives and constructions. Interrogative words: qué, cuál, dónde, cómo, cuántos, cuántas

Verbs "estar" to express location, verb "ser" to describe places, people or things and verb "haber" to express existence.

Describing places and countries. Talking about the weather.

Week 4

Clothes, colors, names of shops. Numbers from 100 to 1,000,000.

Demonstrative adjectives and pronouns.

Verb "tener que" + infinitive. Verb "ir".

Going shopping.

Week 5

Vocabulary related to personal relationships and family members. Possessive adjectives. Physical description.

Verb "gustar". Expressing agreement or disagreement with "¡A mí también!" and "¡A mí tampoco!".

Talking about personal relationships and family members. Describing people.

Week 6 / 7

Vocabulary related to telling time, schedules and vocabulary used to express frequency. Days of the week

Reflexive verbs "levantarse", "despertarse", "acostarse", "vestirse", "ducharse". Stem-changing verbs "poder", "empezar", "vestirse" and "hacer" and other verbs that show the same irregularities. Expressing agreement or disagreement with "Yo también" and "Yo tampoco"

Telling time. Talking about schedules. Expressing frequency.

Mid-term exam

Week 8 / 9

Food. Describing and ordering food. Vocabulary related to cooking.

Impersonal "se". Direct Object (DO) pronouns and Indirect Object (IO) pronouns.

Eating out

Week 10

Vocabulary related to giving directions. Adjectives of quantity: algún, alguno/s, alguna/s, ningún, ninguno/s, ninguna/s, poco/s, poca/s, bastante, varios/varias

Review of verbs "estar" to express location, verb "ser" to describe places, people or things and verb "haber" to express existence.

Describing neighborhoods and cities. Asking for and giving directions

Week 11

Vocabulary related to describing people's personality. Adverbs of frequency.

Uses of the verbs "saber" and "poder". Adverbs "muy" and "bastante".

Describing people's personality

Week 12

The Present Perfect tense When to use the Present Perfect. Time expressions used with the Present Perfect. Spanish phrases that trigger the Present Perfect. Irregular Past Participles.

Using the Present Perfect to refer to completed actions

Week 13

Revision

Final exam

Assessment

Class participation	10%
Homework	20%
Mid-term exam	30%
Final exam	40%

Students must complete all required components for each course by the established deadlines. Not doing so will result in a reduction of the course grade and may result in a failure. A 75% of attendance is required to pass this course

Bibliography

- GARCIA, EVA; CORPAS, JAIME; AGUSTIN GARMENDIA. "Aula del Sur 1, Curso de Español", Buenos Aires, Difusión-Voces del Sur, 2009
- ALONSO RAYA , ROSARIO, Rosario et al. "Gramática Básica del Estudiante de Español", Barcelona, Difusión, 2005
- CORPAS, JAIME; GARMENDIA, AGUSTIN; GARCIA, EVA; SORIANO, CARMEN, "Aula Internacional 1". Barcelona, Difusión, 2013
- Ding, Wen Lin; Prada Segovia, Marisa de; Ballester, Carmen Rosa de Juan
- DING, WEN LIN; PRADA SEGOVIA, MARISA DE; BALLESTER, CARMEN ROSA DE JUAN, "Sabes 1? Curso de Espanol para Estudiantes Chinos", Madrid, Sociedad General Espanola de Librería, 2010

A note on the above book:

Unlike many Spanish textbooks which introduce several grammatical structures at the same time confusing students, the curriculum of the book "Sabes 1? A Spanish Course for Chinese students" is sequential and progressive. Each chapter builds on the previous one, creating a smooth flow from basic to advanced subject matter guiding students towards mastery of communication skills. The book follows the Communicative Approach to language learning and can be used by speakers of any language. The book is published in Spain by SGEL (Sociedad General Española de Librería), an accredited Spanish publishing company with more than 40 years of experience in the publication of materials and methods for teaching Spanish as a Second Language (SSL). The book is in Spanish, with headings in Chinese.