

USE OF SPANISH- LEVEL 1

Course load: 96 hours

Course Description

The course **Use of Spanish-Level 1**, in the context of learning Spanish as a Foreign Language, is based on grammatical, functional, lexical, pragmatic and cultural contents included in the Syllabus of the Cervantes Institute: reference and learning levels of Spanish. These levels derive from those established in the Common European Framework of Reference for Languages (CEFR).

This course comprises intermediate level B1 . Therefore, the students who take this course must have a basic knowledge of Spanish (A2) with which they are already able to manage everyday situations.

The course will be imparted in the ‘rioplatense’ variant of Spanish, however, the International Spanish characteristics will also be taken into account. Students are expected to develop their communicative and grammatical competences by applying their linguistic skills: oral and written comprehension/ oral and written production in different social contexts of the Argentinian reality, thus, they will obtain a B1 Spanish level by the end of the course.

Objectives

The general objective of this course is that students who are non-Spanish speakers and have achieved a basic level of usage, equivalent to an A2 level of the Common European

Framework of Reference for Languages (CEFR), acquire command of the Spanish Language, in its 'rioplatense' variant, at an advanced level of independent user, equivalent to a B1 level of CEFR.

Therefore, students will need to achieve the following specific goals:

- a) To develop communicative competence in Spanish as a foreign language in different social contexts.
- b) To maximize the development of linguistic skills: interpretative and expressive abilities.
- c) To apply grammar structures to the appropriate learning level in different communicative situations.
- d) To learn about Argentinian culture through communicative interactions and personal experiences with native Spanish speakers.
- e) To be successful at applying the theoretical/practical knowledge of pedagogical grammar to different communicative situations.
- f) To develop linguistic and non-linguistic resources which will enable the students to successfully manage themselves in certain social interactions.

COURSE BIBLIOGRAPHY

We will work with authentic texts, audio-visual material from different areas and booklets which are specially prepared by the Spanish as a Foreign Language teaching staff.

Students must get one of the following Grammar books:

Norwegian: Chiquito, Ana Beatriz, *Spansk referansegrammatikk*, Forlag: Fagbokforlaget, 2009. ISBN: 9788245001266

Swedish: Falk, Johan & Sjölin, Kerstin & Lerate, Luis, *Modern spansk Grammatik*, Förlag: Liber, 2010. ISBN: 9789147092154

Danish: Halvor Søbørg & Einar Krog-Meyer, *Spansk Grammatik*, Forlag: Schönberg, 2010. ISBN: 9788757013191

English: Butt, John & Benjamin, Carmen, *A New Reference Grammar of Modern Spanish*, Forlag: Hodder Education, 2011. ISBN13: 9781444137699

Dictionaries

Larousse Staff: García-Pelayo, Ramón & Gross, *Diccionario Larousse del español moderno*, 1983 . ISBN-978-0-451-16809-2

Nicholas Rollin & Carol Styles Carvajal & Jane Horwood, *Pocket Oxford Spanish Dictionary* Oxford University Press, 2005. ISBN-13: 978-0198610724

CONTENTS & COURSE CALENDAR

This calendar could be subject to change. The teacher will announce in class any change if necessary. The students will use the grammar books and dictionaries mentioned above on a daily basis.

WEEK 1: GRAMMAR CONTENTS: PRESENTE SIMPLE DEL INDICATIVO (SIMPLE PRESENT OF THE INDICATIVE MOOD). REGULAR AND IRREGULAR VERBS. VERBS *SER, ESTAR, TENER E IR*. INTERROGATIVE SENTENCES.

COMMUNICATIVE CONTENTS: INTRODUCE ONESELF, GREETINGS, GIVE AND ASK FOR PERSONAL INFORMATION, ASK FOR INFORMATION ABOUT AN EVENT. TALK ABOUT HABITS AND COSTUMES, DESCRIBE PEOPLE AND SITUATIONS, TALK ABOUT THE FAMILY AND PEOPLE WE KNOW. EXPRESS OPINIONS IN A SIMPLE WAY.

CULTURAL CONTENTS: ARGENTINE CUSTOMS

READINGS

For the student: Texts and practice of Unit 1.

WEEK 2: GRAMMAR CONTENTS: THE DETERMINATIVES. ESTAR + GERUNDIO. USES.

COMMUNICATIVE CONTENTS: TO EXPRESS DISTANCE, POSSESSION AND ACTION IN PROGRESS

CULTURAL CONTENTS: THE FAMILY. MY FAMILY TREE,

READINGS

For the student: Texts and practice of Unit 2 .

WEEK 3: GRAMMAR CONTENTS: INVERTED STRUCTURE VERBS: GUSTAR, ENCANTAR, MOLESTAR, INTERESAR, ETC.

COMMUNICATIVE CONTENTS: EXPRESS LIKES, PREFERENCES AND INTERESTS

CULTURAL CONTENTS: ARGENTINE PREFERENCES

READINGS

For the student: Texts and practice of Unit 3.

WEEK 4: GRAMMAR CONTENTS: PRONOMINAL VERBS. PREPOSITIONS "PARA -POR-A- EN". VERBS: SER-ESTAR-HABER-PARECER

COMMUNICATIVE CONTENTS: EXPRESS EXISTENCE, DESCRIBE PEOPLE, OBJECTS AND PLACES-EXPRESS OPINIONS

CULTURAL CONTENTS: ENTERTAINMENT PLACES AND ACTIVITIES IN BUENOS AIRES: BOLICHES, BARS, RESTAURANTS, PARKS, CLUBS, ETC.

READINGS

For the student: Texts and practice of Units 4 and 5.

WEEK 5: GRAMMAR CONTENTS: 'PRETÉRITO PERFECTO SIMPLE' (PAST SIMPLE), INDICATIVE MOOD. USES. REGULAR AND IRREGULAR VERBS. ADVERBS AND ADVERB PHRASES OF TIME.

COMMUNICATIVE CONTENTS: TO TALK ABOUT PAST EVENTS. TO MAKE A BIOGRAPHY.

CULTURAL CONTENTS: IMPORTANT EVENTS IN ARGENTINEAN HISTORY

READINGS

For the student: Texts and practice of Unit 6.

WEEK 6: GRAMMAR CONTENTS: DIRECT AND INDIRECT OBJECT. POSITION OF THE OBJECTIVE PRONOUNS

COMMUNICATIVE CONTENTS: NARRATE ACTIVITIES CARRIED OUT IN BUENOS AIRES

CULTURAL CONTENTS: TOURIST PLACES IN ARGENTINA, WHICH TO VISIT, WHAT TO CARRY IN MY SUITCASE.

READINGS

For the student: Texts and practice of Units 7 and 8.

WEEK 7: THE STUDENTS WILL HAVE THIS WEEK OF SELF-PRACTICE AND STUDY IN WHICH THEY WILL BE ABLE TO CATCH UP WITH ALL THE READINGS AND PRACTICES OF THIS SUBJECT.

THEY WILL HAVE TUTORING CLASSES DURING THE WHOLE WEEK FOR CONSULTATIONS AND PRACTICES.

WEEK 8: GRAMMAR CONTENTS: *PRETÉRITO IMPERFECTO* OF THE INDICATIVE MOOD: REGULAR & IRREGULAR VERBS. USES. CONTRAST WITH THE *PRETÉRITO PERFECTO SIMPLE* OF THE INDICATIVE MOOD.

COMMUNICATIVE CONTENTS: DESCRIBE PEOPLE, PLACES AND HABITS IN THE PAST. TO TELL ANECDOTES INCLUDING DESCRIPTION IN THE PAST.

CULTURAL CONTENTS: NEWS AND PAPERS IN BUENOS AIRES. CLASSIC ARGENTINEAN TALES. CHILDHOOD STORIES

SUBJECT FOR THE FIRST ORAL EXAM

READINGS

For the student: Texts and practice of Unit 9.

WEEK 9: GRAMMAR CONTENTS: *PRETÉRITO PLUSCUAMPERFECTO* AND *PRETÉRITO PERFECTO COMPUESTO* OF THE INDICATIVE MOOD. USES

COMMUNICATIVE CONTENTS: NARRATION OF RECENT PAST EVENTS AND PAST EVENTS OF OTHERS IN THE PAST

CULTURAL CONTENTS: IMPORTANT FACTS IN THE LATINAMERICAN HISTORY

READINGS

For the student: Texts and practice of Units 10 and 11.

WEEK 10: GRAMMAR CONTENTS: INDIRECT SPEECH. SIMPLE FUTURE : USE IN PLANS AND PROJECTS. SIMPLE AND COMPOUND FUTURE AND SIMPLE CONDITIONAL : USE IN ASSUMPTIONS AND FORECASTS.

COMMUNICATIVE CONTENTS: TO TALK ABOUT PLANS AND OFFICIAL PROJECTS. TO MAKE ASSUMPTIONS AND FORECASTS.

CULTURAL CONTENTS: MAIN TURISTIC PLACES IN LATINAMERICA

READINGS

For the student: Texts and practice of Unit 12 .

WEEK 11: GRAMMAR CONTENTS: IMPERATIVE MOOD: AFFIRMATIVE & NEGATIVE (EXPANDED OR WITH PRONOMINAL SUBSTITUTION). USE IN INSTRUCTIONS, ADVICE AND RECOMMENDATIONS.

COMMUNICATIVE CONTENTS: TO GIVE INSTRUCTIONS, ADVICE AND RECOMMENDATIONS.

CULTURAL CONTENTS: HOW TO GO AROUND THE CITY OF BUENOS AIRES AND EL GRAN BUENOS AIRES.

FIRST ORAL EXAM

READINGS

For the student: Texts and practice of Unit 13.

WEEK 12: GRAMMAR CONTENTS: PRESENT TENSE OF THE SUBJUNCTIVE MOOD IN EXPRESSIONS OF RECOMMENDATION, SUGGESTION, ADVICE, REQUEST, PROHIBITION. ANOTHER STRUCTURES FOR RECOMMENDING, ADVICING, SUGGESTING . *SER/ESTAR* TO EXPRESS ATTRIBUTES.

COMMUNICATIVE CONTENTS: TO RECOMMEND, ADVICE, SUGGEST, REQUEST AND FORBADE.

CULTURAL CONTENTS: CULTURAL AND SOCIAL ACTIVITIES IN BUENOS AIRES.

READINGS

For the student: Texts and practice of Unit 14.

WEEK 13: GRAMMAR CONTENTS: PRESENT OF THE SUBJUNCTIVE MOOD IN EXPRESSIONS OF TASTES, IMPRESSIONS AND FEELINGS. STRUCTURE TO MAKE REQUESTS. NON PERSONAL FORMS OF THE VERB

COMMUNICATIVE CONTENTS: TO EXPRESS TASTES, IMPRESSIONS AND FEELINGS. TO DESCRIBE IMPRESSIONS OF PLACES, COMPLAINTS. TO APOLOGIZE. TO OFFER A COMPENSATION. TO THANK. MAKE REQUESTS.

CULTURAL CONTENTS: THE FOOD IN ARGENTINA. TYPICAL DISHES OF EACH REGION.

GENERAL REVIEW, DOUBT CLEARING SESSION. SUBJECT FOR THE LAST ORAL EXAM

READINGS

For the student: Texts and practice of Units 14 and 15.

WEEK 14: WRITTEN PILOT TEST

WEEK 15: THE LAST ORAL EXAM

WEEK 16: FINAL WRITTEN EXAM

Evaluation & Grading Policy

A) Evaluation Criteria and requirements:

Students must read all the required readings and complete the established assignments for each class. The subject **final grade** will consist of a weighted average of an **attitude grade (17%)**, which will include the student's class participation throughout the course term and submission in due course and form of all the assignments given by the teacher, **the grade of the two oral exams (33%)** and the **final written exam grade (50%)**.

B) Attendance Policy:

It will be required an 75% class attendance, the student who does not fulfill that attendance requirement will automatically receive an "F". In this class, 0.5 points will be deducted from your Attendance grade for every unexcused absence or if the student does not hand in the given assignments in due time and proper course

Missed Exams: "Make-up" exams are a privilege, one to be extended only to students who have missed an exam with prior arrangement (one week notice) with the instructor or due to extenuating circumstances.

Participation: We attach great importance to participation as a learning experience. A student's grade will suffer changes because of actions which might disrupt the group experience. For this reason **all cell phones must be turned off before the class begins**. If you have a unique circumstance for which you must leave the phone on, consent from the instructor is required beforehand. Students will have a significant point total deducted from their class grade if they do not adhere to this regulation.

C) Grading Scale

Description	Percentage
10 (A) Excellent	100-95
9 (A-) Very Good	94-89
8 (B) Good	88-83
7 (B-) Above Average	82-77
6 (C) Average	76-71
5 (C) Below Average	70-65
4 (D) Lowest Passing Grade	64-60
3 (F) Failure	59-0
2 (W) Officially withdrawn	Academic Advisor's approval
1 (I) Incomplete	Academic Advisor's approval

Plagiarism: An important objective of this course is to get students to learn how to write essays. Students are expected to write their own assignments. Plagiarism not only undermines this learning process but also represents a serious breach of College policy and of academic honesty.

Outside sources should always be referenced in the essay's bibliography. Plagiarized work will receive an automatic F. If you have any doubts on what constitutes plagiarism, do not hesitate to ask the Instructor.