

<b>Skills to be acquired by the student and learning outcomes</b>	
<i>Levels are based on the levels established in the <b>Common European Framework of Reference for Languages (Council of Europe)</b></i>	
<b>NIVEL B1- INTERMEDIATE</b>	<b>STUDENT WILL BE ABLE TO:</b>
<b>Oral and reading comprehension</b>	<ul style="list-style-type: none"> <li>• Understand the main idea of oral speech and will be able to connect phrases and write simple texts.</li> <li>• Understand the main points of clear simple texts on familiar topics regularly encountered such as those related to work, studies or free time activities.</li> </ul>
<b>Oral production and interaction</b>	<ul style="list-style-type: none"> <li>• Handle oneself in most situations likely to arise while traveling in an area where the language is used</li> <li>• Describe experiences and events, dreams, wishes and hopes and briefly give reasons and explanations for opinions or explain plans.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Produce simple, coherent texts about familiar topics or topics of personal interest.</li> </ul>

## CONTENIDOS, PLANIFICACIÓN

<b>Week 1 (19-25 June)</b>
<ul style="list-style-type: none"> <li>• Introduction of class participants</li> <li>• Special uses of the verbs SER/ESTAR (to be). Adjectives that change in meaning with SER and ESTAR</li> <li>• I am me and my situation. Verbs of change (become, get = <i>hacerse, volverse, ponerse...</i>)</li> <li>• Expressing feelings about teamwork</li> <li>• Expressing one's opinion and point of view regarding different current events. Discussing the news.</li> </ul>
<b>Week 2(26 June-2 July)</b>
<ul style="list-style-type: none"> <li>• Past tense verbs (combinations and uses of all verbs in the indicative mode). Narrating a sequence of events.</li> <li>• Verb periphrases (two-verb combinations) to talk about the past</li> <li>• Summarising and writing about current events</li> <li>• Use of the reflexive form "SE"</li> <li>• Introduction to connectors and time clauses</li> </ul>
<b>Week 3 (3-9 July)</b>
<ul style="list-style-type: none"> <li>• Use of verb tenses and hypothetical expressions to hypothesize.</li> <li>• Future tenses combined with time clauses (When+subjunctive mode + future)</li> <li>• The professional future of young people</li> <li>• University studies</li> <li>• Emigration</li> </ul>
<b>Week 4 (10-16 July)</b>
<ul style="list-style-type: none"> <li>• Defining and non-defining relative clauses. Look for a place in Spain that is by the sea.</li> <li>• Clauses of reason and purpose (because and so that)</li> <li>• Gastronomy and national holiday celebrations</li> <li>• Type 1 conditionals (Real conditionals)</li> <li>• Introduction to Imperfect subjunctive verb tenses used with Type 2 conditionals (Improbable conditionals)</li> </ul>

## METHODOLOGY

### General methodological aspects of the course

#### Class methodology in relation to skills to be acquired

The course aims to be largely practical and mainly student-centred, in order to encourage students to become autonomous learners and play an active role in their own learning process. This approach is designed to help them develop the communication skills they will need to communicate in Spanish in a university context.

In order to practice the language orally and carry out the group work that will be assigned throughout the course, class attendance is essential. Students will develop their oral skills individually, in pairs or in groups by carrying out different communicative tasks related to the topics being studied in the course manual as well as any supplementary materials that will be handed out during the course. The course is taught entirely in Spanish and students will be expected to communicate in Spanish at all times.

Within the framework of the Key Competences for Lifelong Learning defined in the European Higher Education Area, this course aims to contribute to developing the following:

- 1) **Competences in communication in foreign languages** (lexical, grammatical, semantic, phonological, writing, socio-linguistic, pragmatic, discursive, functional)
- 2) **Social and interpersonal competences**
- 3) **Cultural and intercultural competences**

To achieve the course objectives and acquire the competences that have been specified the following methodological approaches will be used.

**LECTURES:** This theoretical part of the class is designed to introduce the topics and explain the content of the unit, with a special emphasis on grammatical and lexical aspects of language, which include explanations and practical examples.

**GROUP WORK, PROJECT WORK:** in-class sessions supervised by the teacher in which students will be the focal point, working either individually, in pairs or in groups. The objective will be to practice language production in the classroom. The classes will be centred on the students and their active participation, as they carry out projects in pairs or in groups, as well as working on exercises together or individually. These activities can be either oral or written, and can include listening comprehension activities using audiovisual materials, oral information exchanges, class discussions, reading and text analysis. The teacher's role will be to stimulate and monitor the students' learning, helping and correcting them whenever necessary.

**INDIVIDUAL WORK:** The student will have to prepare exercises and assignments to hand in or present in class. These can include assignments that review both theoretical and practical content. Homework assignments are designed to reinforce and review the work done in class. Any work assigned will have to be handed in on the date set by the teacher. Along with all the classroom activities, individual study and work is essential in order to acquire general and specific language skills in Spanish.

**TUTORIALS:** These are sessions with the teacher to evaluate the student's progress, go over the work done in class and clear up any questions the student may have regarding the work assigned or the course contents. These tutorials may be done individually or in groups, face to face or online.

**ASSESSMENT:** This will be based on activities such as oral work, projects, writing assignments or written exams used to evaluate the student's progress. They can be used by the students themselves

to gauge their own progress and/or by the teaching to evaluate learning outcomes. Given the largely practical focus of this course, attendance is essential. For this reason, the student should note that the final mark will be based on all the work done throughout the course.

## ASSESSMENT CRITERIA

<b>Assessment:</b>	
<b>First evaluation period: assessed activities</b>	<b>WEIGHTING</b>
<b>EXAMS</b>	<b>50%</b>
<b>CONTINUOUS EVALUATION</b>	<b>50%</b>
<b>TOTAL</b>	<b>100%</b>

## BIBLIOGRAPHY AND RESOURCES

<b>Basic bibliography</b>
<b>Textbook</b>
.To be announced
<b>Web pages</b>
<ul style="list-style-type: none"> <li>• Diccionario de la Real Academia Española - <a href="http://www.rae.es">www.rae.es</a></li> <li>• Aula Virtual de Español (Instituto Cervantes) - <a href="http://ave.cervantes.es">http://ave.cervantes.es</a></li> <li>• Ejercicios de español - <a href="http://www.aprenderespanol.org">www.aprenderespanol.org</a></li> <li>• Revista de didáctica español – lengua extranjera - <a href="http://marcoele.com">http://marcoele.com</a></li> <li>• Materiales y recursos para la enseñanza del español - <a href="http://www.todoele.net">http://www.todoele.net</a></li> <li>• Verbix-verb conjugator - <a href="http://www.verbix.com/languages/spanish.shtml">http://www.verbix.com/languages/spanish.shtml</a></li> <li>• Study Spanish - <a href="http://www.studyspanish.com/verbs/lessons/pretreg.htm">http://www.studyspanish.com/verbs/lessons/pretreg.htm</a></li> </ul>
<b>Complementary bibliography</b>
<b>Textbooks</b>
<ul style="list-style-type: none"> <li>- MATTE BON, F. <i>Gramática comunicativa del español</i>, Ed. Edelsa.</li> <li>- MARTIN, J. <i>Gramática y léxico del español</i>, Ed. Anaya.</li> <li>- VV.AA. <i>Colección paso a paso</i>, Ed. Edinumen.</li> <li>- GONZÁLEZ, A. <i>Conjugar es fácil</i>, Ed. Edelsa.</li> <li>- <i>Lecturas graduadas de nivel intermedio</i>. Editorial Edinumen, Edelsa, SGEL, Difusión</li> </ul>