

Spanish A1.1

ECTS: 4

Face-to-face classes: 30 hours (28 hours for intensive courses)

Autonomous learning: 30 hours

DESCRIPTION:

Welcome to Spanish A1.1! This course is intended for students with no previous knowledge of the Spanish language and culture. The aim of this course is to provide students with the elementary-level communication tools necessary to communicate simply in familiar settings.

Students will have a chance to practice all four areas of language knowledge: listening, speaking, reading and writing. Through contexts based on routine actions, they will come up against and resolve real communication situations. Our goal is that students develop language production and comprehension skills, and the necessary strategies to communicate. To this end, they will engage in activities such as interviews, short oral presentations and role playing. This will give them the chance to put into practice and use the grammatical, lexical, functional and inter(cultural) content they learn in class.

The functional, (inter)cultural, lexical and grammatical content will be taught using a communicative grammar and task-based approach. For that reason, it is very important for the students to participate actively in the in-class activities.

In the semester courses, this course involves 30 hours of face-to-face classes taught by one of our Spanish teachers. In addition, students must complete their learning with 30 hours of independent study and homework.

In the summer intensive courses, students will receive 28 hours of face-to-face classes and must complete 30 hours of autonomous work on the Rosetta Stone platform.

ACCESS:

No previous knowledge of the language is required.

WORK METHOD:

This course takes a communicative, action-oriented approach, integrating functional, grammatical, lexical and cultural aspects into the teaching modules.

In the summer intensive courses, students will also have access to the Rosetta Stone application, with a required minimum of 30 hours of autonomous work on the platform. Access to the platform will be granted upon enrollment, allowing students to start preparing before their arrival in Barcelona.

CONTENT:

GRAMMATICAL: gender and number; conjugations: -ar, -er, -ir, ser, llamarse and tener; regular present indicative; a, con, de, por, para and porque; (in)determinate articles; personal pronouns; evaluate using bien, bastante bien, regular, mal; uses of hay, ser and estar; the superlative; quantifiers: muy, mucho/a, muchos/as; asking questions: qué, cuál(es), cuántos/as, dónde, cómo; demonstratives: este, esta, estos, estas, esto, el/la/los/las + adjective, tener que + infinitive; ir, preferir, gustar; possessives; también/tampoco.

FUNCTIONAL: give and ask for personal details; greet and say goodbye; resources for asking questions about words; expressing intent; expressing what we know how to do in other languages; describing places; expressing existence and location; speaking about the weather; identifying objects; expressing need; shopping; speaking about preferences; speaking about appearance and character; expressing and comparing likes and interests; speaking about personal relationships.

LEXICAL: alphabet; numbers; colors; nationalities; professions; languages; in-class, recreational and leisure activities; weather; geography; tourist sites; articles of clothing; everyday objects; family; character; music.

CULTURAL: language learning; Spanish-speaking cities; cultural differences; shops in Spain; film and music.

COURSE ASSESSMENT

System: Continuous assessment

Minimum mark required to pass the course: 50%

Minimum required attendance: 80% of sessions

Assessment criteria:

- **Final exam (50%):** an exam containing writing and speaking on the last day of class.
- **Ongoing assessment (40%):** Students must carry out exercises and assignments on their own to be evaluated, which will be indicated by the teacher.
- **Attendance and active participation in class (10%)**

BIBLIOGRAPHY:

- Campus Difusión, ed. Difusión, <https://campus.difusion.com/>
- Díaz, L. y Yagüe, A., *papELEs, Gramática del español como lengua extranjera, nivel A*, Marcoele, 2019, <https://marcoele.com/gramatica-a/>
- Alonso Belmonte, I. (Ed.). *La enseñanza del léxico en español como segunda lengua / lengua extranjera*, Madrid, SGEL, 2004.
- Castro, F.; Díaz, P.; Rodero, I. y Sardinero, C. *Nuevo español en marcha básico A1-A2*, Barcelona, SGEL, 2014.
- VV.AA., *Campus Sur A1-A2*, (Libro del alumno y libro de ejercicios), Barcelona, Difusión, 2019.
- Martín, E. y Sans, N., *Bitácora 1* (Libro del alumno y libro de ejercicios), Barcelona, Difusión, 2016.
- VV.AA., *Gramática básica del estudiante de español*. Barcelona, Difusión, 2005.
- Castro, F., *APRENDE Gramática y vocabulario 1*, Madrid, SGEL, 2004.
- VV.AA., *Gramática. Elemental A1-A2*, Madrid, ANAYA, 2008.
- VVAA, *Vocabulario. Elemental A1-A2*, Madrid, ANAYA, 2013
- Español, M.; López, S.; Moreno, M. y Miñano, J. y Catalán, S. (Coords.). *Conversar en español A1-A2*, Barcelona, Ediciones UB, 2014.

CONTACT DETAILS:

- **Administration:** multiling@uic.es