

Academic Year: (2021 / 2022)

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Department assigned to the subject:

Coordinating teacher: PEREZ CASTRO, SONIA

Type: Compulsory ECTS Credits : 6.0

Year : 1 Semester :

OBJECTIVES

This course is aimed towards intermediate Spanish-speakers who will develop their language skills in both written and spoken Spanish. Specific relevance is given to the use of language in context, and therefore the course will particularly focus on cultural aspects of its use in Spain. The course aims to:

1. Develop the student's capability to think about the language and apply strategies that allows for the improvement of the learning process.
2. Follow a conversation on day-to-day topics or a discussion, and recognize the fundamental differences between the formal and informal use of language.
3. Participate actively in debates, relating arguments to current issues and express ideas, needs and feelings according to their attitudes.
4. Understand information from different types of texts, identifying characteristics and specific aims.
5. Express with clarity, cohesion and correct grammar facts and events related to their environment using the appropriate tone, vocabulary, particles and stylistic resources of the language.

DESCRIPTION OF CONTENTS: PROGRAMME

COMMUNICATIVE, VOCABULARY AND GRAMMAR RESOURCES

1. MY FAMILY AND MY FRIENDS

Ask for and give information about personality, tastes, hobbies, pet peeves, experiences, etc. Express similarities, differences and affinities between people. Describe people. Express tastes and feelings. Adjectives and nouns related to personality. Virtues and flaws. Likes and pet peeves. Habits and hobbies, family, experiences. Identify people (demonstrative pronoun). Pronominal form of verbs like "gustar". Indirect interrogatives with "si" and direct interrogatives with "qué, cuál, cuáles, con quién, por qué, dónde, cuándo," etc. Feminine nouns: "-dad, -ez, -eza, -ía, -ura."

2. SKILLS AND EMOTIONS

Talk about abilities ("dársele bien/mal; ser bueno/malo" + gerund, verbo costar, etc.). Talk about feelings, tastes and sensations to different degrees ("dar vergüenza, miedo, etc. Ponerse nervioso/a, triste, etc. Adverbs: muchísimo, mucho, bastante, demasiado, muy, un poco, nada, etc."). Express agreement and dissent ("A mí también/Yo también, etc.>").

3. SOCIAL LIFE: FORMAL AND INFORMAL LIFESTYLE

Ask for objects, actions and help in varying degrees of formality. Ask for permission. Give excuses and justify. Bars and restaurants. Foods, typical dishes in Spain. "Poder, importar, dar, dejar, prestar, ir, venir, llevar, traer," etc. Conditional.

4. SOCIAL LIFE: LEISURE PLANS

Propose, accept and reject invitations and proposals. Meet someone. Verb to seem + adjective + infinitive / adjective / noun. It is + adjective + infinitive. Express desire to do something. Make

appointments. Places, leisure activities, shows and cultural offer in Madrid, cinema and TV series.

5. ADVISE

Give advice (lo mejor es, va (muy) bien; tener + que + infinitivo; etc.) Imaginary situations. Give opinion on actions and behaviour. Body parts (themes: tattoos and piercings). Life events. Forms and uses of the conditional.

6. THE PAST (I): LIFE STAGES AND LIFE CHANGES

Relate past experiences. Talk about the beginning and duration of an action. Locate an action in time. Work and studies. Life events. Contrast: Pretérito Perfecto - Pretérito Indefinido (espacios actuales y no actuales). Hace, desde, desde que, desde hace. Perífrasis de infinitivo y gerundio.

7. THE PAST (II): LIFE STAGES AND LIFE CHANGES

Talk about habits and circumstances in the past. Locate actions in the past and present. Arguments and debate. Life stages. Internet. Habits and changes in communication. Imperfect past. Past time particles.

8. THE PAST (III): HISTORICAL EVENTS

Talk about the past. Sequence actions. React to anecdotes. Historical events. Life events. Feelings. Combination of past times in a story (past indefinite, past imperfect, past pluperfect). Time particles and speech organizers. Resources to react: interjections and exclamations.

9. THE FUTURE: HYPOTHESES AND PREDICTIONS

Talk about future actions and situations. Express conditions. Formulate hypotheses about the future. World issues. Predictions about personal future. "Si" + present indicative, future, "depende de si" + noun; "depende de si" + present indicative. Some uses of the future. "Seguramente/Supongo que/Posiblemente" + future. Future temporal particles.

ASSESSMENT SYSTEM

The course evaluation is the following:

- One midterm exam: 20%
- Final exam on the entire content of the course (55%)
- Daily homework, mandatory homework, progress and participation, and attendance (25%)
 - Daily homework: 5%
 - Mandatory homework:
 - One writing assignment: 5%
 - A reading comprehension homework: 5%
 - One grammar homework test: 5%
 - Progress and participation, and attendance: 5%

Attendance policy for CEH courses:

Daily attendance and active participation in all lectures. In the event of student's absence, justification should be referred to the UC3M International School via the coordination department of the corresponding student's program. Unjustified absences:

The first unexcused absence is not counted.

Students will have their final grade for the course reduced by 0.3 points if they have a second unexcused absence.

If a third unexcused absence takes place, the reduction in the final grade will be 0.5 points.

The fourth unexcused absence of a student in a subject will result in the final grade of failed in it, although the student may continue to attend class if he/she wishes to do so.

