

Syllabus

B1 SPANISH COURSE 1 + 3 ECTS

10-HOUR INTENSIVE COURSE + 30-HOUR EXTENSIVE COURSE

COURSE DESCRIPTION

This is a 40-hour beginner-level course intended to prepare students for an B1 level of the Spanish language and for courses in literature and culture. In this course, students are expected to participate actively in the exciting challenge of learning to express themselves in an intermediate level of Spanish.

The first 10 hours of class are given on student arrival to Loyola University in the form of a short intensive Spanish course providing the student with the necessary Spanish language and cultural skills necessary for communication during their time in Spain.

The 30-hour B1 Spanish course is the third level in the series of Spanish courses and is designed for students who have had previous formal Spanish instruction (about 160 hours). It aims to expand the students' knowledge of Spanish language and culture. The goal of this course is to provide students with the opportunity to use the language for real-world purposes and to help them become aware of Spanish-speaking cultures. The class will be conducted in Spanish, and Spanish will be used as the means of communication. A significant grammar component will enable students to strengthen their foundation and gain greater accuracy and confidence in the use of the language. Course materials are challenging and stimulating and include a variety of language-building readings, assignments, and classroom activities, as well as the use of multimedia and music for cultural enrichment.

The interactive classroom format prioritizes discussion, student presentations, and group work. Students are expected to consult the grammar review text when writing and revising their compositions, and before preparing oral presentations.

All coursework is to be carried out in Spanish.

GENERAL OBJECTIVES FOR B1 LEVEL

- You will be able to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- You will be able to deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- You will be able to produce simple connected text on topics which are familiar or of personal interest.
- You will be able to describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

CONTENT AND COMPETENCIES

The content and competencies for this level follow the curriculum plan for the *Instituto Cervantes* for level B1. Click on this link for more information:

- [Plan curricular Instituto Cervantes B1](#)
- [Inventario de gramática del plan curricular Instituto Cervantes B1](#)

LANGUAGE CONTENTS:

Adjectives: Superlative forms.

Direct and indirect object pronouns Position of pronouns. Imperative with pronouns. Double pronouns.

Relative pronouns with indicative and subjunctive. Interrogative pronouns.

Adverbs, prepositions and place and time expressions. Linking words: time, contrast, sequencing, probability...

Reflexive and reciprocal verbs. Transformation verbs.

Verbs *Ser* and *estar*. Verb *haber* in impersonal structures: *hay/no hay*...

Indicative tenses: Revision: past simple, past continuous and present perfect. Past perfect, Future, Conditional.

Subjunctive tenses: present, past basic form.

Verb contrast: *ser/estar*, past simple/present perfect.

Conditional sentences: type 0, 1 and 2.

Verbal structures: impersonal, periphrasis.

Vocabulary: leisure, daily activities, the house, trips and means of transport, furniture, the city, personality, the family and relatives...

COMMUNICATIVE CONTENTS:

Talking about personal information in detail. Describing people and personality features.

Describing places: housing, buildings, cities.

Expressing contrast and result.

Expressing opinions. Advice and suggestions in a conversation/an interactive text.

Expressing habits and routines, both present and past. Telling a story.

Expressing preferences, likes, dislikes and wishes with subjunctive.

Expressing needs, knowledge and abilities.

Expressing intentions and plans. Expressing a hypothesis and predicting the future.

MATERIALS

- A range of articles, editorial pieces, and short literary texts are provided free in class.
- A multi-use folder to collect and organize all material (to be bought by the student).

EVALUATION

The final grade for the extensive 30-hour Spanish course is distributed in the following way:

Attendance	15%	Minimum 80% attendance required
Participation	15%	Students must arrive to class with any homework tasks completed, and should participate actively in the class session. Lack of interest or a poor attitude will negatively affect the final mark. Students should try to do at least one hour of daily preparation outside class preparing the following class and reviewing and reinforcing the contents seen in the previous class.
Progress Tests (x2)	15% + 20% = 35%	The progress tests are done in class and cover reading, writing, grammar, vocabulary and listening skills practiced in class.
Assignment (x1)	15%	The assignment is prepared outside class but done in class.
Final Project	20%	The final project is prepared in groups outside of class time. It is based around a cultural concept agreed between the teacher and each student and is to be presented both in writing and orally.
Total	100%	

PASS MARK

A pass mark is 6 out of 10.

BIBLIOGRAPHY

***(En negrita lo muy recomendado)**

- Consejo de Europa (2002). *Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza, evaluación*. Madrid: Instituto Cervantes, Ministerio de Educación, Cultura y Deporte y Editorial Anaya. [En línea: http://cvc.cervantes.es/ensenanza/biblioteca_ele/marco/].
- Instituto Cervantes (2006). *Plan Curricular del Instituto Cervantes. Niveles de Referencia del Español*. Madrid: Biblioteca Nueva e Instituto Cervantes

Gramáticas básicas de español:

- AAVV (2007). *Gramática del uso del español para extranjeros. Teoría y práctica A1-A2*. Madrid: SM. [Gramática con ejercicios con las soluciones al final del libro. Nivel A1-A2. Más de 250 páginas de ejercicios con sus soluciones acerca de las cuestiones básicas de la gramática para estudiantes de nivel elemental].
- AAVV (2011). *Gramática básica del estudiante de español*. Barcelona: Ed. Difusión. [Desde los niveles A1 a B1 del MCER. Incluye numerosos ejercicios con las soluciones al final].
- AAVV (2012). *Cuadernos de Gramática española A1*. Madrid: Ed. Difusión [Ver muestra en <https://www.difusion.com/uploads/telechargements/catalogue/ele/gramatica/cuadernos-gramatica-espanola-a1-muestra.pdf>].
- AAVV (2016). *Gramática. Nivel elemental A1-A2*. Madrid: Anaya. [Gramática práctica con ejercicios, soluciones y test de autoevaluación. Ver muestra en http://www.anayaele.com/es/html/index.html?menu=menu_eleen].
- Romero Dueñas, C., y González Hermoso (2011). *Gramática del español lengua extranjera. normas recursos para la comunicación*. Madrid: Edelsa.

Diccionarios:

- AAVV (2006). *Diccionario Salamanca de la lengua española*. Madrid: Santillana. [Diccionario monolingüe concebido especialmente para estudiantes de español como lengua extranjera. Incluye buenos ejemplos que ilustran el uso de las palabras. Las definiciones suelen ser claras y sencillas].
- AAVV (2008). *Gran Diccionario Oxford Español-Inglés, Inglés-Español*. Oxford: OUP.
- AAVV (2011). *Diccionario VOX de español para extranjeros: para la enseñanza de la lengua española*. Alcalá de Henares: VOX.
- AAVV (2016). *Collins Diccionario de Inglés-Español, Español-Inglés*. Madrid: Grijalbo.
- Diccionario Español-Inglés, Cambridge, <http://dictionary.cambridge.org/es/diccionario/espanol-ingles/>
- RAE (2014). *Diccionario de la lengua española*. Madrid: Espasa-Calpe.
- RAE, www.rae.es
- Cualquier otro diccionario bilingüe o monolingüe en línea de calidad contrastada.

Otra bibliografía de diferente tipología:

- AprenderEspañolaDiario, <http://www.aprenderespanol.org/vocabulario/actividades-diarias.html>
- Audiciones Ver-Taal, <http://www.ver-taal.com> [Audiciones en diferentes niveles con ejercicios interactivos].
- Audira, <http://www.audiria.com/index.php>. [Audiria es una herramienta de apoyo al aprendizaje del español, que de forma gratuita ofrece audiotextos en español para mejorar el entendimiento y comprensión del idioma].
- **Conjugador de verbos en español**, <http://tip.dis.ulpgc.es/Conjugador/> [Más de 14.000 verbos conjugados. Sólo tienes que introducir el verbo que quieras conjugar].
- Ejercicios de Español en red, http://www.bowdoin.edu/~eyepes/gramex_atc.htm [Ejercicios de español en red].
- El Castellano, <http://www.elcastellano.com/gramatic.html> [Gramática española].

- EsAudio, <http://www.esaudio.net/recordings/> [Audiciones por niveles].
- Formespa, <http://formespa.rediris.es/audios/> [Audios].
- **Instituto Cervantes, AVETECA,**
http://cvc.cervantes.es/ensenanza/actividades_ave/aveteca.htm [Actividades del aula virtual del Cervantes. Busca nivel A1]
- Linguanet Europa, <http://www.linguanet-europa.org/plus/welcome.htm> [Un enorme centro de recursos en línea para el aprendizaje de idiomas (no solo español). Las páginas catalogadas cumplen con unos requisitos de calidad y la búsqueda es sencilla].
- Mansion Spanish, http://www.mansionspanish.com/cursobasico/ecurso01_1.htm [Curso de español online nivel básico].
- MisCositas, <http://miscositas.com/spanish.html> [Recursos para enseñar y aprender español].
- NoComprendo, www.nocomprendo.es [Presentaciones y ejercicios en español, varios niveles].
- VideoELE, <http://www.videoele.com> [Videos por niveles con transcripciones].

Note: The content of these courses is subject to variations depending on the necessities of the students.