Course S-01 **SPANISH LANGUAGE AND CULTURE I**

(45 contact hours – Language of instruction: Spanish)

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Course Content:

This course is designed for students with a rudimentary knowledge of Spanish (no more than one semester at their home university) who need to acquire a sufficient level of competence to communicate confidently and spontaneously in basic everyday activities during their stay in Seville. The linguistic content appropriate to the level will be accompanied by essential sociocultural information to help students integrate into Spanish life.

As an essential part of this course, advantage will be taken of the fact that students are in a study-abroad context. Therefore, students will participate in out-of-class activities that promote the development of their interlinguistic and intercultural competence. These activities will take place during class hours.

Upon successful completion of the course requirements, students will have achieved an A2/B1.1 level, according to the Common European Framework of Reference for Languages (CEFR), or high beginner/low intermediate level, according to ACTFL.

Methodology:

Classes will follow a communicative approach with continuous tasks that require active student participation at all times, whether in individual or group activities.

Cultural aspects will be addressed from an intercultural perspective to foster solidarity and respect. Besides, cultural visits to different sites of the city (Las Setas, Mercado de la Encarnación, Triana y su mercado, Barrio de Santa Cruz) will include interviews, with people they encounter, about the contents of the units we are covering (professions and hobbies; housing in the past; shopping habits,…).

Assessment Criteria:

- Class participation: 10%
- Oral tasks: (1) Visit to the doctor (10 %) and (2) Group presentation (10%)
- Class assignments: 10%
- Midterm exam: 30%
- Final exam: 30%

Course Requirements:

Midterm Exam & Final Exam

The midterm and final exams are cumulative; this means that they consist of all the materials studied up to that point. Each exam will likely contain all the following components: a) Grammar and Vocabulary (20%), b) Reading comprehension (15%), c) Writing (15%), and d) Listening comprehension (20%).

Oral Tasks

On designated dates the student will have to present two oral tasks:

- Oral task 1: Visit to the doctor. This is a pair activity. Students will prepare a conversation doctor patient and present it in class using the present simple tense, the affirmative imperative and the vocabulary related to Parts of the body, Symptoms, Medications.

The assessment will consider linguistic competence (lexical competence, grammatical competence, phonological competence), sociolinguistic competence and pragmatic competences (coherence and cohesion, thematic development, turn-taking, fluency).

- Oral task 2: Students will prepare and present a text about a Spanish-speaking country or an aspect of the Spanish culture(s) by using present, past, and future tenses. This is a pair activity. Each presentation should last from 5 to 10 minutes. The assessment will consider not only linguistic competence (lexical competence, grammatical competence, phonological competence) but also pragmatic competences (coherence and cohesion, thematic development, fluency).

Written Tasks

Students, from day 1, will have to write small paragraphs on selected themes of the units. They will be graded on the following four parameters: (i) content, (ii) adequacy, (iii) coherence and cohesion, and (iv) grammar and vocabulary.

The instructor will return the task to the student indicating, where possible, linguistic errors, which must be revised and turned in again to be reviewed. The first version will not contain a grade; the second version will be graded as part of CLASS ASSIGNMENTS.

Participation

Participation is valued as a meaningful contribution in the classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires

students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, peer-to-peer feedback (after presentations), interactions, and attentiveness on cocurricular and outside-of-classroom activities.

Attendance

Attendance at both class and out-of-class activities is mandatory. Starting from one unexcused absence, one point will be deducted from the final grade.

Course Materials:

PowerPoint presentations and class materials will be distributed to students during class or through a booklet.

Online resources:

https://www.profedeele.es/a2/?_act_nivel=a2 : explanations and activities regarding vocabulary, grammar, functions, culture, … for A2 and other proficiency levels.
https://arche-ele.com/nivel-a2-aprende-espanol-learnspanish-waystage : website for doing activities and getting explanations on vocabulary, grammar, functions, culture, … for A2 and other proficiency levels.
https://videoele.com/menu-A2.html : videos para aprender español como lengua extranjera. Diccionario de Cambridge español-inglés e inglés-español: https://dictionary.cambridge.org/es/diccionario/ingles-espanol/

WEEKLY PROGRAM

WEEK 1

DAY 1:

Unit 1: Introducing Oneself and Talking about Oneself

- **Communicative Functions:** Greeting and saying goodbye, Introducing oneself and talking about the daily routine, Expressing likes and preferences.
- **Grammar:** Present Indicative, Reflexive Verbs, Verbs like *gustar.*
- **Vocabulary:** Professions, Daily activities, Hobbies.
- **Cultural Aspects:** Schedules and customs in Spanish-speaking countries.

Tasks:

- **Practice**: Complete the sentences with the appropriate verb in the present tense.
- **Production:** Write a paragraph about your daily routine and your hobbies.
- **Grammar Activities:**
    - **Present Indicative:** Complete the sentences with the correct form
    - **Reflexive Verbs:** Write your daily routine.
    - ***Gustar* and similar verbs:** Write five sentences about your tastes and preferences

DAY 2:

Unit 2: Family and Personal Relationships

- **Communicative Functions:** Describing people, Talking about family and social relationships
- **Grammar:** Qualifying Adjectives, Comparatives and Superlatives, Possessive
- **Vocabulary:** Family members, Character, Emotional states
- **Cultural Aspects:** Types of families in the Hispanic world

Tasks:

- **Practice:** Match the adjectives with the people.
- **Production:** Describe two members of your family (physical appearance and character)
- **Grammar Activities:**
    - **Qualifying Adjectives:** Describe three members of your family.
    - **Comparatives and Superlatives:** Write sentences comparing members of your family or friends.
    - **Possessive Pronouns:** Complete the sentences with the appropriate possessive pronoun.

DAY 3:

CULTURAL VISIT: Las Setas de Sevilla y Mercado de la Encarnación (interview professions and hobbies).

DAY 4:

Unit 3: Housing and Environment

- **Communicative Functions:** Describing a house, Talking about the neighborhood, Expressing preferences
- **Grammar:** *Hay / está / están*, Prepositions of place, Verbs *ser* and *estar*
- **Vocabulary:** Parts of the house, Furniture, Places in the city
- **Cultural Aspects:** Housing styles in Spain and Latin America

Tasks:

- **Practice:** Observe the image of a house and write where the objects are using 'hay' and 'está'.
- **Production:** Describe your ideal house or room. What does it have? Where is it located?
- **Grammar Activities:**
    - **Hay / está / están: Describe your house using 'hay', 'está', and 'están'.**
    - **Prepositions of Place:** Observe the image of a room (imagine or draw one) and describe the location of the objects.
    - **Ser and estar:** Complete the sentences with the correct form of 'ser' or 'estar'.

DAY 5:

Unit 4: The Past: Experiences and Biographies

- **Communicative Functions:** Narrating past events, Telling personal experiences
- **Grammar:** Preterite Perfect, Simple Preterite (*Pretérito indefinido*), Temporal Markers
- **Vocabulary:** Action verbs, Temporal expressions
- **Cultural Aspects:** Historical figures and Hispanic celebrities

Tasks:

- **Practice:** Complete the text with the preterite perfect or simple preterite.
- **Production:** Write a brief biography of a famous person or a relative.e
- **Grammar Activities:**
    - **Preterite Perfect:** Write five things you have done this week.
    - **Simple Preterite (Indefinido):** Write a brief biography of a famous person using the simple preterite.
    - **Temporal Markers:** Match the temporal markers with the appropriate verb tense.

WEEK 2

DAY 6:

Unit 5: Health and the Body

- **Communicative Functions:** Expressing ailments, Requesting a medical appointment, Giving advice.
- **Grammar:** Verbs doler, tener + symptoms, Affirmative Imperative (basic forms).
- **Vocabulary:** Parts of the body, Symptoms, Medications
- **Cultural Aspects:** Traditional vs. modern medicine in the Hispanic world

Tasks:

- **Practice:** Match the symptoms with the advice. Example: Me duele la cabeza → Toma una aspirina.
- **Production:** Create and perform, with a partner, a conversation between a patient and a doctor. Use the affirmative imperative (ORAL TASK 1).
- **Grammar Activities:**
    - **Doler / tener + symptoms:** Complete the sentences with the correct form of 'doler' or 'tener'.
    - **Affirmative Imperative:** Give five pieces of advice to a sick person using the imperative.

DAY 7: MIDTERM EXAM

DAY 8: CULTURAL VISIT: Barrio de Santa Cruz (entrevista casas del pasado).

DAY 9:

Unit 6: Free Time and Hobbies

- **Communicative Functions:** Talking about plans, Inviting, accepting, or rejecting.
- **Grammar:** Near Future (ir a + infinitive), Simple Future, Modal verbs (poder, querer, deber).
- **Vocabulary:** Sports, Cultural Activities, Leisure.
- **Cultural Aspects:** Popular festivals, Hispanic cinema and music

Tasks:

- **Practice:** Complete the sentences with 'ir a + infinitive'.
- **Production:** Write a plan for the weekend. What are you going to do? With whom? Where?
- **Grammar Activities**:
    - **Near Future (ir a + infinitive):** Write what you are going to do this weekend .
    - **Modal verbs**: poder, querer, deber: Complete the sentences with the appropriate modal verb.

DAY 10:

Unit 7: Shopping and Consumption

- **Communicative Functions:** Asking for information, Comparing products, Expressing preferences

- **Grammar:** Simple Preterite (review), Comparatives, Direct Object Pronouns
- **Vocabulary:** Clothing, Food/Nutrition, Stores
- **Cultural Aspects:** Traditional markets and shopping centers

Tasks:

- **Practice:** Choose the correct comparative.
- **Production:** Write a dialogue between a customer and a salesperson in a clothing store
- **Grammar Activities:**
  - **Simple Preterite (review):** Write about your last shopping experience.
  - **Comparatives:** Compare two products you have recently bought.
  - **Direct Object Pronouns:** Rewrite the sentences substituting the direct object with a pronoun.

WEEK 3

DAY 11:

Unit 8: Travel and Means of Transport

- **Communicative Functions:** Planning a trip, Asking for information, Describing places
- **Grammar:** Imperfect Preterite, Temporal and Causal Clauses
- **Vocabulary:** Transport, Accommodation, Tourism
- **Cultural Aspects:** Tourist destinations in the Hispanic world

Tasks:

- **Practice:** Complete the text with the imperfect preterit.
- **Production:** Describe a trip you took. Where did you go? What did you do? What was the place like?
- **Grammar Activities:**
  - **Imperfect Preterit:** Describe what your city or neighborhood was like when you were a child.
  - **Temporal and Causal Clauses:** Complete the sentences with temporal or causal connectors.

DAY 12:

Unit 9: Technology and Communication

- **Communicative Functions:** Talking about digital habits, Expressing opinions

- **Grammar:** Impersonal Expressions, Conditional Type 1
- **Vocabulary:** Social networks, Devices, Technological verbs
- **Cultural Aspects:** Use of technology in Spanish-speaking countries

Tasks:

- **Practice:** Match the technological verbs with the actions.
- **Production:** Write your opinion about the use of cell phones in class. Use impersonal expressions.
- **Grammar Activities:**

  - **Impersonal Expressions:** Write five sentences with impersonal expressions.
  - **Conditional Type 1:** Write five sentences with the structure of the first conditional (if+ present, future).

DAY 13: CULTURAL VISIT: Barrio de Triana y MERCADO de Triana (entrevista hábitos de compra y compra online)

DAY 14:

Unit 10: Review and Final Project

- **Communicative Functions:** Oral presentation, Writing a text, Role-playing
- **Grammar:** General content review
- **Vocabulary:** Integrated vocabulary from all units
- **Cultural Aspects: PRESENTATIONS** on cultural aspects of a Spanish-speaking country or an of their culture (ORAL TASK 2)

Tasks:

- **Practice:** Rewrite the sentences using the simple future.
- **Production:** Prepare an oral presentation about a Spanish-speaking country or an aspect of the Spanish culture(s). Use present, past, and future tenses (ORAL TASK 2).
- **Grammar Activities:**

  - **Integration of Verb Tenses:** Write a brief text (100 words) about your life, using present, past, and future tenses.
  - **Oral Production:** Prepare an oral presentation on a free topic, including at least three grammatical structures seen in the course.

DAY 15: FINAL EXAM

This syllabus may be subject to minor adjustments to better suit the specific needs of the students, while ensuring that all learning outcomes and assessment criteria are fully met.