

**Francisco de Vitoria University, Madrid, Spain
&
PG & Research Department of English
Providence Women's College (Autonomous)
Kozhikode**



**CERTIFICATE COURSE IN
SPANISH**

Level A1

(Recognised by PWC and UFV)



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Classes commence in
July 2024

Duration: 30 Classes
Fee: Around 2000 Rs

Course Schedule - Level A1 (30 Hours)

The course for level A1 consists of 30 hours of face-to-face teaching and learning, after which the student will have achieved the objectives and communicative content. The content and objectives are the following:

OBJECTIVES

At the end of the A1 course the student is able to:

- Understand very short conversations about daily or personal matters (greetings, farewells, introductions, thanks and apologies), instructions and simple instructions.
- Understand the most relevant of what is said in basic procedures (shopping, enrolling in a course, checking into a hotel).
- Capture the most relevant ads and short messages.
- Understand notes, short personal messages (SMS, emails, postcards) and "For Sale" public announcements.
- Understand and extract predictable global and specific information from very short texts with frequent vocabulary.
- Understand very basic indications to fill in cards and forms.
- Understand brief and frequent information, instructions and very basic indications in public places (signs and posters in streets, shops, restaurants and means of transport).
- Use habitual forms of courtesy (greeting, saying goodbye, introducing yourself, thanking, apologizing, taking an interest in people).

- Ask for and offer objects, favours and everyday objects.
- Request and give personal information (nationality, residence, activities, interests, family, friends, time, etc.).
- Make simple presentations and descriptions of people, places, activities and interests.
- Write notes with information, instructions and very basic indications related to daily activities: "I am looking for a flat", etc.
- Write very simple personal correspondence (postcards) based on models.
- Write short texts about familiar topics with simple sentences related to the most basic connectors: and, or, but, because.

CONTENT

TO ACHIEVE THESE OBJECTIVES, STUDENTS LEARN TO PERFORM THE FOLLOWING LINGUISTIC FUNCTIONS:

1. Give and request general information:

- Give and ask for information about name, age, surname, marital status, nationality, profession, telephone number, address, email...
- Ask for and give information about people (occupations, family, skills, tastes, hobbies), times, dates, meals, places (school and the place where you live), amounts of food and drinks...
- Ask and say to whom something belongs.
- Describe people, moods and simple physical states.
- Refer to habitual actions or the present world.
- Refer to actions that happen at the moment of speaking.
- Describe people, objects (clothes, furniture, a building and its dependencies), situations and actions.

- Talk about the weather.
- Locate and place in space (objects in the classroom, house, city).
- Indicate the distance or proximity of something or someone.
- Make predictions and announcements.
- Refer to plans and projects.

2. Express and value attitudes and opinions:

- Ask for and give information about tastes.
- Express knowledge or ignorance.
- Ask for and give information about a state or physical sensation and health: cold or heat, sleep, hunger or thirst, taste, well-being or discomfort.
- Express agreement or disagreement.
- Express surprise and astonishment.
- Ask for and give information about the most common states of mind and their causes: boredom, satisfaction or dissatisfaction, admiration, interest, esteem, happiness, etc.

3. Persuade, convince:

- Ask for and offer help.
- Give orders about classroom activity.
- Ask, grant or deny permission to do something.
- Offer and ask for help, accept and reject it.
- Encourage to do something.
- Request and give directions (directions, getting to a place).
- Request the repetition of a message or to speak more slowly.

- Ask and express the meaning or translation of a word or expression.
- Ask to spell a word or proper name that has not been understood.
- Ask for modulations of the voice: to speak higher, lower, etc.
- Make an appointment, stay with someone.
- Maintain basic telephone conversations (start the communication, ask for someone, ask the interlocutor to wait, confirm if you can hear or if it is understood, say goodbye...).

4. Socialize:

- Say “hello”, respond to a greeting and say “goodbye”.
- Introduce yourself, make presentations and respond to a presentation.
- Ask for and give information about someone.
- Thank and congratulate and respond to congratulations.
- Repeat a basic message.
- Accept or reject an invitation.
- React to information or a story with expressions of interest, surprise, happiness, sorrow...

WHAT TYPES OF TEXTS ARE READ?

- Postcards or personal letters.
- Orders and instructions: recipes, instructions for use, directions to find a place.
- Messages.
- Email.
- Panels and notices.
- Tickets, schedules and calendars.

- Informative signs, regulations.
- Menus and cards.
- Plans and street maps.
- Forms and questionnaires.
- Propaganda, advertising brochures.
- Simple articles from magazines and newspapers.
- Comics, comic strips and vignettes.
- Tourist guides, travel, leisure.
- Narrations and descriptions of present and past events.

WHAT TYPES OF TEXTS ARE HEARD?

- Colloquial conversations with friends, family, colleagues.
- Conversations in places such as banks, shops, agencies.
- Telephone conversations.
- Answering machine messages.
- Public and advertising announcements.
- Weather forecasts.

WHAT TYPES OF TEXTS ARE WRITTEN?

- Personal letters.
- Messages.
- Email.
- Forms and questionnaires.
- Narrations and descriptions of current events.

WHAT ISSUES ARE COVERED?

- Personal identification.
- Housing, home, city and environment.
- Daily life activities.
- Free time and leisure.
- Trips.
- Health and physical care.
- Shopping and commercial activities.
- Food.
- Goods and services.
- Language and communication.
- Climate, atmospheric conditions and environment.

VOCABULARY

1. Personal identification:

- Basic lexicon related to the character, abilities and physical description of people.
- Lexicon related to clothing and accessories.

2. Housing, home and environment:

- Housing: types, location, parts and distribution.
- Furniture, objects and utensils.
- The city: location, parts, streets, buildings, green spaces and monuments.

3. Activities of daily living:

- Lexicon related to fractions of time: years, months, weeks, days, parts of the day and time.
- Basic lexicon related to activities at home, at work or in schools.

4. Free time and leisure:

- Basic lexicon related to activities: sports, cultural activities...
- Places of leisure: theatre, museum, beach...

5. Travel:

- Lexicon related to tourism.
- Means of transport.
- Names of countries.

6. Human and social relations:

- Lexicon related to the members of a family.

7. Health and physical care:

- Body parts.
- Symptoms and diseases.

8. Education:

- Lexicon related to classroom activities and school supplies.

9. Shopping and commercial activities:

- Names of most common objects for personal use.
- Business establishments.
- Price, currencies, forms of payment...

10. Food:

- Lexicon related to food and types of packaging.
- Names of utensils related to food.
- Quantities, weights and measures

11. Goods and services:

- Private and public services: banks, post office...

12. Language and communication:

- Basic vocabulary related to learning a language.
- Different languages of the world.

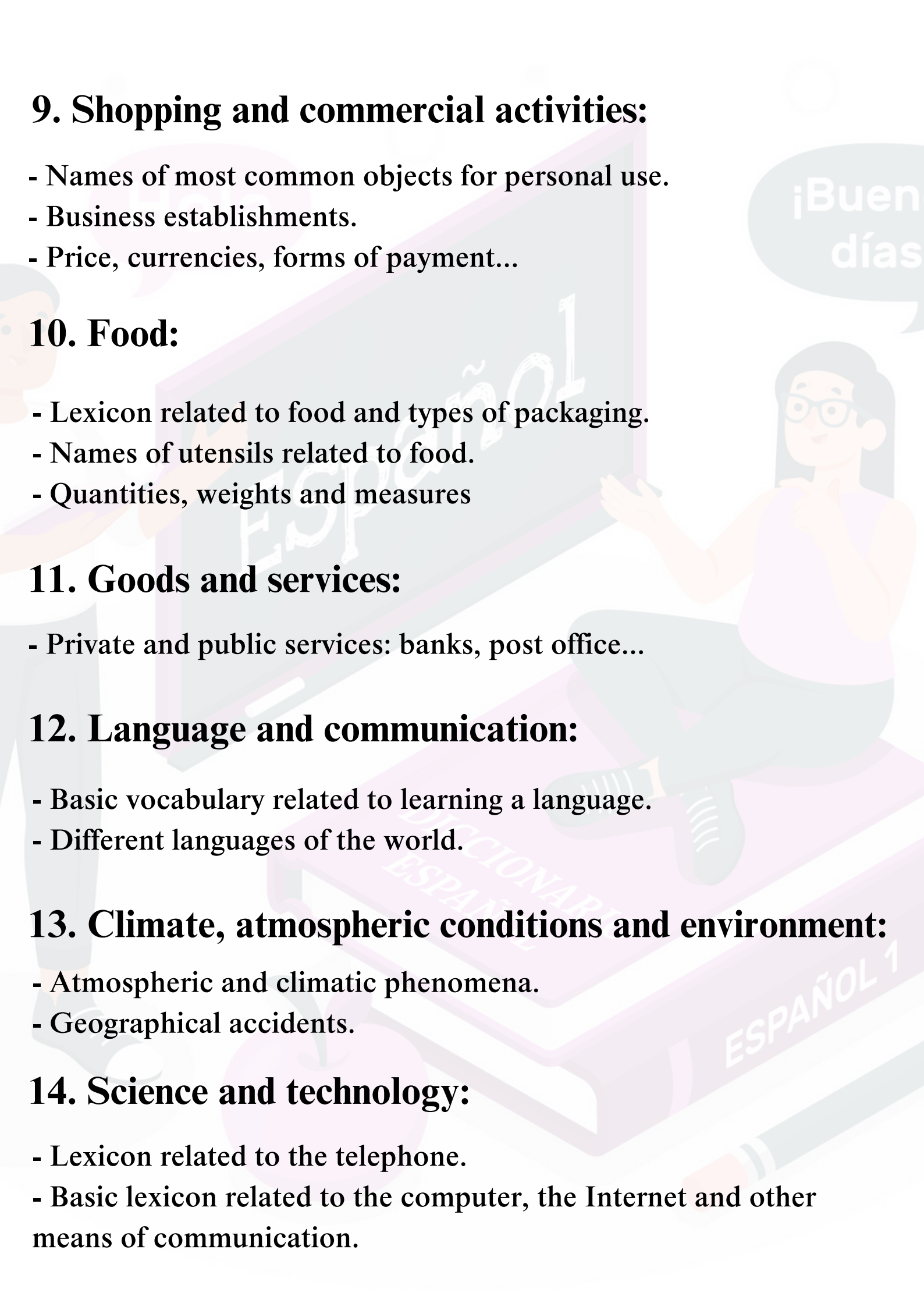
13. Climate, atmospheric conditions and environment:

- Atmospheric and climatic phenomena.
- Geographical accidents.

14. Science and technology:

- Lexicon related to the telephone.
- Basic lexicon related to the computer, the Internet and other means of communication.

¡Buen
días



THE CULTURE OF SPANISH-SPEAKING COUNTRIES

1. Personal identification:

- Most frequent names and surnames.
- Number and order of surnames.
- Gestures to greet and say “goodbye”.

2. Housing, home and environment:

- Most common types of housing.
- Basic geographical aspects.

3. Activities of daily living:

- Working conditions and job search.
- Social elements.

4. Free time and leisure:

- Most common leisure and free time activities.
- More significant celebrations and ceremonies.

5. Travel:

- Most popular tourist destinations.

6. Human and social relationships:

- Uses and customs of family life.

7. Education

8. Shopping and commercial activities:

- Consumption habits.

9. Food:

- Gastronomy and eating habits.
- Typical foods for certain festivals.

10. Goods and services:

- Hours of stores, banks, etc.

11. Science and technology

GRAMMATICAL STRUCTURES, PHONETICS AND SPELLING

The language skills of phonology, spelling and grammar are a means to help communicate and are acquired through tasks that include their use. In order to communicate in the target language in the A1 Basic Level course, students learn to use the following grammatical structures:

1. The simple sentence:

- Types of sentences, constituent elements and position.
- Interrogative sentences:
 - Closed-ended questions: Yes / No.

- Open-ended questions:
 - Of place, time or manner: where/when how...?
 - Quantity: how many...?
 - Of cause: why...?
 - Identification of people or things: who, what, which...?

2. The compound sentence:

- How we express the logical relations between the parts;
- The conjunction or disjunction: and, or.
- The cause: why.
- How do we express the time relationship time between actions?
- The order of execution: before, after, first...
- The temporal relationship: when, while (with indicative).

3. The noun:

- The gender and the number.

4. The adjective:

- The gender and the number.
- Agreement within the noun phrase.
- The adjective after the noun.
- The adjective before the noun.

5. Determinants:

- The definite and indefinite article: forms (singular, plural, masculine and feminine)
- The demonstratives: forms (singular, plural, masculine and feminine)

- The possessives.
- The indefinite: all, some, someone, nothing.
- The cardinal numbers from 1 to 1 million.
- Ordinal numbers: first, second, third... Up to tenth.
- Quantifiers with nouns: too much, a lot, enough, little, a little.

6. Pronouns:

- Subject personal pronouns (presence, absence).
- Reflexive constructions: I wash my hands
- Evaluative constructions: He likes coffee with milk.
- Interrogative pronouns (see interrogative sentences)

7. The verb:

- The infinitive.
- The three conjugations
- Subject-verb agreement.
- The present indicative:
 - Form: conjugation of regular verbs.
 - Conjugation of irregular verbs:
 - With vowel alterations: I want, I ask...
 - With 1st person sing. Irregular: I put...
 - With 1st person sing. Irregular + other alterations: to have, to come...
 - Totally irregular verbs: ir, ser, haber (to go, to be, to have)
- Use of the present indicative.
- The indefinite preterite:
 - Form.
 - Use.
 - Temporal markers for the past indefinite.

- Estar (present indicative) + gerund: use
- Formation of the gerund.
- Have impersonal: there is
- have / be
- The verb to like
- The verb to know + infinitive
- The periphrasis of the future ir a + infinitive: form and use
- The periphrasis of obligation and/or necessity: have to + infinitive, must + infinitive
- The impersonal form with se to express permission / prohibition: you can / you can not

8. Prepositions:

- Prepositions of place
- Some uses of to, with, of, in, for, by

9. Adverbs and adverbial phrases:

- Of affirmation and negation; yes / no, me too / me neither
- Of frequency; often, always, never, hardly...

10. Phonetics and phonology.

- Identification of vowel and consonant sounds:
 - Groups of letters that represent a single sound.
 - Letters that can represent different sounds.
 - Different letters that represent the same sound.
 - The ñ.

- Identification of syllables.
- Identification of strong or stressed syllables.
- Identification of the tonal lines of Spanish.

11. Spelling.

- Spelling signs: period, comma.
- The use of capital letters at the beginning of sentences and in proper names (people, countries, places).
- Orthographic representation of the phonemes /g/, /θ/, /k/ and /b/ among others.

LEARNING STRATEGY

The objectives of this course focus on the effective use of the language by the student; therefore, class and self-study activities focus primarily on those that students have to face in real communication situations, that is, comprehension, production, interaction and mediation activities. In order for the student to develop their ability to use the language and to learn autonomously, the following apply:

Comprehension Strategies:

- Formation of hypotheses based on their own knowledge and experiences, and taking into account the format and the illustrations.
- Recognition of sounds and identification with their corresponding spellings (or vice versa).
- Recognition of the characteristics of oral language (intonation, rhythm, pauses, voice modulation) that help to understand the speaker's intention.

- Observation and recognition of paralinguistic elements (gestures, postures...) in oral language.
- Observation and recognition of the content and cultural conventions of the language.
- Identification of the meaning of unknown words based on their knowledge, the general meaning of the text or the sentence, the situation, the context, their knowledge of other languages, grammatical and lexical keys.
- Use of personal strategies (underlining or annotating key words, making lists of words, connectors...).
- Use of the dictionary after forming hypotheses about the meaning of unknown words.

Expression Strategies:

- Reproduction of sounds, intonation patterns and spelling from models.
- Production of oral and written texts through the combination of studied linguistic structures.
- Use of compensatory strategies such as paraphrasing, using words from their own language, wildcards, synonyms, etc.
- Analysis and self-assessment of success and errors through the signals given by the interlocutors (repetition without error, gestures...) for self-correction and to reinforce confidence in oneself.

Interaction strategies:

- Use of frequently used standardized phrases (congratulate, greet, say goodbye, wish luck...) both orally and in writing.
- Maintenance of attention and observation of the other's behaviour in order to understand him/her better.
- Use of compensatory strategies to avoid silences or failures in communication: request for help, repetition, clarification, use of non-verbal language, change of subject, use of expressions to give yourself time to think...
- Checking the understanding of the message; request for correction to the interlocutor and clarification of possible misunderstandings.

Self-learning strategies:

- Location and effective use of personal resources (textbook, personal dictionary, notes, etc.) available in the centre (library, resource room, etc.) and outside (Internet).
- Identification of basic strategies for learning vocabulary, grammar, etc. and rapid and frequent use of the language learned.
- Use of compensatory strategies (paraphrasing, using mimicry, etc.) affective (having confidence in oneself in the face of error, risking a task) and social (working with colleagues, exchanging with native speakers, etc.) in order to promote learning.
- Use of memorization strategies (create mental relations, semantic maps....), cognitive (analyse, deduce, reason...) and metacognitive (set goals, relate new knowledge to previous knowledge...) to develop study and work techniques.

- Participation in a communication situation through ICTs (mobile messages, chat, emails...).
- Detection of the most frequent errors and analysis of their causes, and their acceptance as a necessary element in the learning process.
- Acceptance of error as a necessary element in the learning process.

EVALUATION

During the course, active participation in both individual tasks and group activities will be valued. At the end of the A1 course, a final test will be carried out aimed at measuring the students' abilities in the four skills: reading comprehension, listening comprehension, written expression, oral expression; and it will be necessary to pass the same, to pass the level to obtain the corresponding certificate. The maximum score that can be achieved in this test is 100 points, distributed as follows:

Activities	% of total
Reading Comprehension Response to comprehension quizzes based on three or four texts about various situations	15 %
Written Expression Complete a form or questionnaire Write simple sentences (postcards, messages) on various topics	15 %
Grammar and Lexicon Complete multiple choice sentences	20 %
Auditive comprehension Response to questionnaires based on three or four texts on various situations (heard two to three times)	15 %
Oral Expression Guided interview, exchange of information, simulated dialogue	35 %
TOTAL	100 %

The scale of the final test is established, therefore, as follows:
In order to pass the course, it is essential to obtain a minimum of 50% in each of the parts. The student will pass the final exam, and therefore the course, if s/he reaches at least 50% of the total.

	Letter grade	Grade point
O	Outstanding	10
A+	Excellent	9
A	Very Good	8
B+	Good	7
B	Above Average	6
C	Average	5
P	Pass	4
F	Fail	0
Ab	Absent	0

ATTENDANCE AND CERTIFICATE

Class attendance is compulsory, and the student may miss up to 20% of the total hours. If the established minimum attendance is not met, the certificate will not be issued.

MATERIAL REQUIRED

- Material provided by the professor.
- Supplementary materials from the Internet.