

# SPANISH LANGUAGE AND CULTURE COURSES

CENTRO SUPERIOR DE IDIOMAS  
UNIVERSITY OF ALICANTE

## SYLLABUS FOR INTERMEDIATE LEVEL 1

### 1. Objectives

The Intermediate level aims at expanding the students' basic language comprehension and production skills. Students will also work on their communication ability (reading, writing, oral and written comprehension). There will also be a focus on Spanish and Latin-American culture and society, through the use of written and audiovisual materials.

Upon completing this level students should be able to:

- 1.1 Express themselves properly using the Present Tense, to talk about habits, universal truths, frequent events or refer to past and future actions.
- 1.2 Have a basic command of the Past Tense in Spanish, oral and written, as well as be able to give account, describe, and place actions in the past.
- 1.3 Be able to tell about events that change, start, end, or continue in the Past and Present.
- 1.4 Identify and use different registers for different circumstances (formal and casual), react to people's opinions, and be able to interact socially in Spanish.

### 2. Contents

#### 2.1. Grammatical contents

structure

- 2.1.1. Special cases for noun agreement. Review-scheme for noun gender and number.
- 2.1.2. Using indefinites and quantifiers. Diagrams. Uses of the "article + indefinite".
- 2.1.3. Possessives. Diagrams.
- 2.1.4. Norms for placing adjectives. Abbreviated forms.
- 2.1.5. Using the Indicative Present Tense: present tense used as a future tense, historical present, colloquial present used as a past tense, etc.
- 2.1.6. Pluperfect Preterit: irregular and regular verbs and how its used to give account of an event previous to a past action.
- 2.1.7. Past tense: review and use of the four types of past. Use of the Imperfect Preterit to put a past event in context.
- 2.1.8. Common verbal periphrasis: "seguir + gerundio", "empezar a + infinitivo", "dejar de + infinitivo", "volver a + infinitivo".
- 2.1.9. Time and duration indicators: *hace/hacía...que*, *durante*, *desde*, *desde hace/desde hacía*, etc.
- 2.1.10. Differences between *por/para*.
- 2.1.11. Coordinated sentences. Major connectors.
- 2.1.12. Verbs that mean change: *volverse*, *ponerse*, *convertirse en*, *hacerse*, etc.
- 2.1.13. Expressing impersonality.

- 2.2. Functional contents.
  - 2.2.1. Expressing total or partial agreement and disagreement.
  - 2.2.3. Accepting or rejecting an idea or proposal.
  - 2.2.3. Asking people whether they know someone or something and giving this sort of information.
  - 2.2.4. Stating degree of possibility (possible or impossible)
  - 2.2.5. Asking your listener about his or someone else's health and mood.
  - 2.2.6. Shifting to the informal register (asking and proposing).
  - 2.2.7. Interacting in formal social gatherings: giving/receiving a gift, giving/receiving compliments, making an appointment.
  - 2.2.8. Structuring and organizing speech elements.
  - 2.2.9. Giving examples.
  - 2.2.10. Ending a conversation or public speech.
  - 2.2.11. Indicating amounts.
  - 2.2.12. Indicating possession or ownership.
  - 2.2.13. Describing and assessing people, places, and objects.
  - 2.2.14. Talking about habits, frequency of actions, and universal truths.
  - 2.2.15. Talking about the past (specific and habitual actions, describing in the past, talking about circumstances for past events, placing and organizing actions in the past, etc.)
  - 2.2.16. Talking about the duration of things.

### 3. Methodology

The methodological approach for this class is based on the assumption that communication is not merely an exchange of correct grammar. Therefore this course will not focus only on linguistic principles, but will take in account other aspects of the nature of communication - pragmatics and psycholinguistics. When faced with new linguistic phenomena, students will make their own assumptions, rules, and strategies for learning and communication, which will be tested with their classmates'.

There will be a focus as well on improving the students' communicative abilities - writing, speaking, reading, listening - which are the four different *language skills* that take place in a given social and cultural context.

### 4. Course texts

#### 4.1. Course text:

- VV.AA., *Avance* (nivel básico-intermedio), Madrid, SGEL, 2002. (Units 1-6).

#### 4.3. Mandatory readings:

- La banda de París. (SGEL. Nivel medio)
- La caja de galletas (SGEL. Nivel medio. En preparación)

### 5. Grading

Students will be evaluated according to their communication achievements, their progress in each of the language skills (listening comprehension, speaking, reading comprehension, and written expression), and their command of the grammar for this level. Students'

accomplishments and assimilation of the class contents will be evaluated as follows:

- 60%, final exam (grammar, vocabulary, and practice of skills).
- 20%, course homework and projects (compositions, presentations, activities...).
- 20%, students' participation and interest.