

**A1 COMMUNICATION STRATEGIES OF WRITTEN SPANISH  
GRAMMAR AND COMPOSITION**

COURSE CODE	SEMESTER						
	SCT	UD	CAT	TALL	LAB	PC	
<b>RRII1030</b>	<b>4</b>	<b>64</b>					<b>SPANISH CENTER- INTERNATIONAL RELATIONS</b>
SEMESTER							REQUIREMENT
	64 CONTACT HOURS						<b>NONE</b>
COURSE DESCRIPTION							
<p>This course provides for the study of the fundamental bases of the lexicon and grammar of Spanish corresponding to the initial level A1 according to the CEFR (Common European Framework of Reference).</p> <p>The course is theoretical-practical, aimed at addressing morphological aspects of grammar at a basic level with a descriptive-normative approach and through various materials such as work guides, songs and press. The Spanish rules system will be reviewed, analyzed and applied in different situations and contexts.</p>							
GENERAL OBJECTIVE							
<p>This course provides for the study of the fundamental bases of the lexicon and grammar of Spanish corresponding to the initial level A1 according to the CEFR (Common European Framework of Reference).</p> <p>Introduce non-Spanish-speaking students to the Spanish language as a foreign language and thereby acquire basic linguistic knowledge to develop communication with a certain fluency according to the initial level. Through different formats, both oral and written, students will be able to learn and apply simple grammatical structures and use the appropriate vocabulary in different situations related to their reality and closest environment.</p>							
SPECIFIC OBJECTIVES							
<p><b>The student as a social agent is expected to:</b></p> <ul style="list-style-type: none"> <li>• Participate in social interactions within the immediate social sphere.</li> <li>• Be able to use a brief repertoire to start and maintain a simple conversation.</li> <li>• Understand oral and short written texts and identify words, phrases and the main idea in texts that contain instructions or simple information.</li> </ul>							

**The student as an intercultural speaker is expected to:**

- Become familiar with the most well-known and relevant knowledge and cultural references of a Spanish-speaking country.
- Value and become aware of cultural diversity, recognizing the differences in perceptions, values, attitudes and behaviors between the culture of origin and the one in which you are immersed.
- Face intercultural situations and exchange experiences with group mates.

**It is expected that the student as an autonomous learner:**

- Assimilate the contents and become familiar with the strategic use of procedures to effectively to maximize the time and spaces allocated for learning and using Spanish.
- Identify the resources and opportunities available for learning
- Believe in and constantly seek meaningful contexts to use Spanish, reinforcing internal and external stimuli to achieve more independent learning.

**KEY CONTENT**

- Personal pronouns
- Articles, adjectives, prepositions, and conjunctions
- Verbs in present, past, future, and conditional
- The verb "gustar" and verbs with similar conjugation
- The verbs "ser," "estar," "tener," and "haber"
- Imperative mood
- Direct and Indirect Object

**TEACHING AND EVALUATION METHODOLOGIES**

Connection between expository classes by the professor and active participation by the students, through the development of physical and virtual guides with which students can exercise the different learning skills (listening, speaking, reading and writing) with the aim of consolidating a grammatical basis.

Professors will work in pairs or in groups depending on the number of students in the class.

Some of the content will be complemented with the different cultural outings offered by the Spanish Center.

### ASSESSMENT

The aspects to evaluate are:

<b>Class participation and attendance</b>	<b>10 %</b>
<b>Written papers</b>	<b>20%</b>
<b>Compositions</b>	<b>20%</b>
<b>Oral presentations</b>	<b>20%</b>
<b>Written exam</b>	<b>30%</b>

### BIBLIOGRAPHY

- LAROUSSE GRAMÁTICA DE LA LENGUA ESPAÑOLA. REGLAS Y EJERCICIOS. Irma Munguia, Martha Munguia y Gilda Rocha. Larousse, 2000.
- 501 SPANISH VERBS. Christopher Kendris, Ph.D., and Theodore Kendris, Ph. D. Barron's Kendris and Kendris, 2007.
- DICCIONARIO ESENCIAL DE LA LENGUA ESPAÑOLA. RAE. ESPASA, 2006.
- ESPAÑOL EN MARCHA. GUÍA DIDÁCTICA. Francisca Castro, Pilar Díaz-Ballesteros, Ignacio Rodeco, Carmen Sardinero. SGEL, 2005.
- EXPRÉSATE. Holt, Rinehart and Winston. Florida, USA, 2012.
- LA GRAMÁTICA DESCOMPLICADA. Álex Grijelmo. Círculo de Lectores. Santillana Ediciones Especiales S. L. 2006.
- MARCO COMÚN EUROPEO DE REFERENCIA PARA LAS LENGUAS: Aprendizaje, Enseñanza, Evaluación. Madrid: Secretaría General Técnica del MECD-Subdirección General de Información y Publicaciones, y Grupo ANAYA S.A., 2002.

#### Links:

[www.icarito.cl](http://www.icarito.cl)

[www.elmercurio.com](http://www.elmercurio.com)

[www.cnn.cl](http://www.cnn.cl)