

SPAN3001 – SPANISH III.1

Category: Core Course

Year: Third or fourth year of study

Language Level: Intermediate; B1.2 (according to CEFRL)

Medium of Instruction: Spanish

Semester: Offered in the first semester

1. COURSE DESCRIPTION

This course continues to build on the two previous years' work at a more advanced level. The intention is to lead participants towards a more independent use of the Spanish language. Students will be exposed to a variety of texts from different media (written, audio and video) from the Hispanic world. This course aims to develop students' language proficiency through a more in-depth study of important grammatical topics as well as to increase their vocabulary acquisition. The overall aim of the course is to bring the students to a stage consistent with the level B1.2 as defined and established by the Common European Framework of Reference for Languages (CEFRL).

1.1 COURSE INTENDED LEARNING OUTCOMES

By the end of the course, students will be able to:	
Listening	<ul style="list-style-type: none"> • Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. • Understand the main points of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear
Reading	<ul style="list-style-type: none"> • Understand texts that consist mainly of high frequency, every day or job-related language • Understand the description of events, feelings and wishes in personal letters
Spoken Interaction	<ul style="list-style-type: none"> • Deal with most situations likely to arise whilst travelling in an area where Spanish is spoken • Enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel, and current events)
Spoken Production	<ul style="list-style-type: none"> • Connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions • Briefly give reasons and explanations for opinions and plans • Narrate a story or relate the plot of a book or film and describe their reactions
Writing	<ul style="list-style-type: none"> • Write simple connected texts on topics which are familiar or of personal interest • Write personal letters describing experiences and impressions

1.1 PRE-REQUISITES

Students wishing to be admitted to SPAN3001 - Spanish III.1 must have completed SPAN2002 - Spanish II.2. Students wishing to be admitted to SPAN3001 without having previously completed SPAN2002, will be required to take a placement test in order to prove that they have attained elsewhere the required standard. Students with previous knowledge of Spanish (whether local or exchange) should contact the Programme Director, Mrs. Rocío Blasco (roblasco@hku.hk).

1.2 ASSESSMENT

This course is graded on the basis of continuous assessment and is as follows:

- Two written tests with the following components:
 - Listening comprehension
 - Reading comprehension
 - Language use (Grammar & vocabulary)
 - Written expression
- Assignments
 - 1 Oral assignment
 - 2 writing assignments
 - 2 reading assignments
- Attendance and participation in oral classes

2. COURSE CONTENTS

The course has 5 contact hours per week: 4 hours of lectures plus 1 hour of oral class. Classes are organized in blocks of 2 hours plus the oral class hour. Attendance is compulsory to all classes and non-attendance may affect students' final grade.

The textbook used for this course is *Aula internacional 3*, from Editorial Difusión and the units covered in the course are from unit 7 to unit 12. A more detailed description of the contents of the course is shown on the following page:

Unidades	Comunicación	Gramática	Vocabulario
Unidad 7 Mensajes	<ul style="list-style-type: none"> Desenvolvemos por teléfono Tomar y dejar recados por teléfono Transmitir mensajes Transmitir órdenes, peticiones y consejos 	<ul style="list-style-type: none"> Estilo indirecto: <i>me ha dicho / pedido que... / preguntado si / cuándo / dónde / por qué...</i> 	<ul style="list-style-type: none"> Verbos que resumen la intención de un mensaje (<i>preguntar, recomendar etc.</i>) Tipos de mensajes (carta, mensaje de móvil, correo electrónico etc.)
Unidad 8 El turista accidental	<ul style="list-style-type: none"> Recursos para contar anécdotas Recursos para mostrar interés al escuchar un relato Hablar de causas y consecuencias 	<ul style="list-style-type: none"> Algunos conectores para hablar de causas y consecuencias: <i>como, porque, así que, de modo que, etc.</i> El pretérito pluscuamperfecto de indicativo Combinar los tiempos de pasado en un relato (pretérito perfecto, indefinido, imperfecto, pluscuamperfecto) 	<ul style="list-style-type: none"> Viajes Tipos de turismo
Unidad 9 Tenemos que hablar	<ul style="list-style-type: none"> Expresar intereses y sentimientos Hablar de las relaciones entre personas Mostrar de acuerdo en diversos registros Suavizar una expresión de desacuerdo Contra argumentar 	<ul style="list-style-type: none"> <i>Me fascina / me encanta / odio / no aguanto... que + subjuntivo</i> <i>Me fascina / me encanta / odio / no aguanto... que + sustantivo / infinitivo</i> 	<ul style="list-style-type: none"> Verbos para expresar intereses, sentimientos y sensaciones Manías Recursos para mostrar desacuerdo Adjetivos para describir el carácter de las personas
Unidad 10 De diseño	<ul style="list-style-type: none"> Describir las características y el funcionamiento de algo Opinar sobre objetos 	<ul style="list-style-type: none"> Los superlativos en- ísimo Algunos modificadores del adjetivo: <i>excesivamente, demasiado...</i> Las frases exclamativas: <i>¡qué...!, ¡qué... tan / más...!</i> Las frases relativas con preposición El uso del indicativo y del subjuntivo en frases relativas 	<ul style="list-style-type: none"> Vocabulario para describir objetos (formas, materiales) Vocabulario para valorar el diseño de objetos
Unidad 11 Un mundo mejor	<ul style="list-style-type: none"> Valorar situaciones y hechos Opinar sobre acciones y conductas 	<ul style="list-style-type: none"> <i>Me parece bien / mal / injusto / ilógico... que + presente de subjuntivo</i> <i>Es injusto / ilógico / fantástico... que + presente de subjuntivo</i> El condicional <i>Lo de + infinitivo / sustantivo</i> 	<ul style="list-style-type: none"> Medioambiente Solidaridad
Unidad 12 Misterios y enigmas	<ul style="list-style-type: none"> Hacer hipótesis y conjeturas Relatar sucesos misteriosos Expresar grados de seguridad 	<ul style="list-style-type: none"> Usos del futuro simple y del condicional Construcciones en indicativo y subjuntivo para expresar diferentes grados de seguridad 	<ul style="list-style-type: none"> <i>Crear algo/creerse algo/creer en algo</i> Sucesos misteriosos y fenómenos paranormales Psicología Ciencia