



### Course Aims

This blended learning course, based on the flipped classroom model, aims to actively engage you in learning Spanish. It aims to develop further your reading, writing and conversational skills at an upper beginner's level with English and Spanish as the medium of instruction. Teaching is based on an action-oriented approach to language learning with the aim of developing your pragmatic, linguistic and sociocultural competencies to the A1 level according to the Common European Framework of Reference for Languages (CEFR). This course prepares you to sit for the official external examination DELE A1 (Diplomas of Spanish as a Foreign Language).

Through the use of authentic written and audio-visual materials, your knowledge of the cultures of the Spanish-speaking world will also be enhanced and expanded.

### Intended Learning Outcomes (ILO)

Upon successful completion of this course, you will have the knowledge and skills to:

1. **Communicate** at a beginner's level that allows you to discuss a variety of topics confidently using the present and simple past tenses, as well as common expressions to explain current information (e.g. making plans, ordering food, making travelling arrangements, asking for and giving directions, etc.),
2. **Write** accurately and fluently on a range of topics related to your daily life, using structures in the present and simple past tenses,
3. **Read and interpret** accurately a variety of formal and informal texts on familiar topics that use basic grammatical structures and vocabulary, such as the present and simple past tenses,
4. **Discern** different Iberian and Latin American varieties of Spanish, and
5. **Describe** historical and current socio-cultural issues, with a focus on geographical and tourism information about various Hispanic destinations.

### Course Content

This Spanish course continues to build on LS9001. In this course, new and more complex grammatical structures to talk about the present, past and near future (e.g. to express intentions or future plans) are introduced, along with a wide range of vocabulary regarding practical situations, such as:

- asking for or giving directions
- buying a train/plane ticket
- making plans for the weekend
- ordering food
- describing a cooking recipe
- talking about past actions

### Assessment (includes both continuous and summative assessment)

Component	Course ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team / Individual	Assessment Rubrics
1. CA 1: eWorksheets	2, 3, 4, 5	PLO 1 and PLO 2	5%	Individual	N.A.
2. CA 2: Oral Test 1	1, 4, 5	PLO 1 and PLO 2	10%	Individual	Appendix 1: Oral expression
3. CA 3: Test 1	2, 3, 4, 5	PLO 2	25%	Individual	Appendix 2: Written expression
4. CA 4: Test 2	2, 3, 4, 5	PLO 2	30%	Individual	Appendix 2: Written expression
5. CA 5: Oral Test 2	1, 4, 5	PLO 1, PLO 2 and PLO 3	20%	Individual	Appendix 1: Oral expression
6. CA 6: Participation	all	PLO 1, PLO 2 and PLO 3	10%	Individual	Appendix 3: Participation in class and discussion board.
Total			100%		

All CML classes follow an Outcomes Based Teaching and Learning (OBTL) curriculum, which are based on the following programme learning outcomes:

Develop interactive, interpretive, and presentational communication skills in the target language. – PLO 1

Demonstrate understanding of the concepts of the target language and its respective culture.

– PLO 2

Integrate target language proficiencies and intercultural competencies to effectively perform in today's globalised world. – PLO 3

#### **Formative feedback**

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both, you as a student and to teachers. All assessment in the course will receive feedback in a prompt and informative manner with specific reference to the Intended Learning Outcomes during or after the learning activity.

Tools used for formative assessment and learning implemented in this course are:

- **Classroom tasks:** you will receive oral or written feedback for the tasks performed in groups or individually during each class session.
- **Complementary exercises:** you will complete exercises comprising vocabulary, grammar and comprehension exercises during the class. Oral feedback and corrections are provided in class.
- **Oral test 1 and 2:** you will receive individual oral feedback on the communication skills after the summative oral assessment.

- **Discussion board:** the discussion board is used to develop and guide your writing skills throughout the course. You will receive feedback on your accuracy level of coherence and cohesion using the language. It also facilitates learning by allowing you to view & comment the work of others and encourages autonomy.
- **eLessons:** these are online instructional lessons that include both dynamic explanations and self-assessment exercises. Interactive exercises will be used in class to provide you with instant formative feedback.
- **eWorksheets:** these self-learning online activities will provide you with more exposure to the target language outside the classroom in written and oral form and are a good complementation to the eLessons and written exercises in our textbook.

### Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
<b>Blended learning and the flipped classroom</b>	<p>This active learning, student-centred approach aims to increase your engagement in learning Spanish. Prior to class, you will be required to view online instructional videos (eLessons) in NTULearn that will introduce you to new grammatical content in a systematic way. In class, you will be able to clarify any doubt and expand your understanding and application of the new content by actively participating in meaningful collaborative learning.</p> <p>Grammatical concepts are further enforced through post-class exercises in the textbook and online eWorksheets that encourage self-learning.</p>

### Reading and References

Alonso Cuenca, M. and Prieto Prieto, R. (2011) Embarque 1. Libro del alumno (Edelsa)  
 Alonso Raya, R et al. (2005) Gramática básica del estudiante de español (Difusión)

### Course Policies and Student Responsibilities

#### (1) General

You are expected to complete all assigned pre-class and post-class activities, attend all tutorial classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for tutorial sessions you have missed. You are expected to participate in all tutorial discussions and activities.

#### (2) Absenteeism

If you miss a tutorial session, you must inform your instructor via email prior to the start of the class. Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Please note that you will be awarded a zero grade if you do not attend any of your assessments. In order to be eligible for a re-test you have to inform your tutor and the Spanish Language Coordinator before the test date/time. Moreover, you need to email a digital copy of your supporting documents on the same day to the same people. Remember that these documents also have to be submitted to your school for evaluation. If they warrant an excused absence, you will be granted an alternative test date. If a re-test is granted and scheduled, you have to attend the re-test on the day and time provided; otherwise you will be awarded a zero grade.

### (3) Online Discussion Board

You are required to submit online compulsory assignments on due dates. You should follow the guidelines provided for each of the written practices. Your participation should be personal and in no way you should submit the work of another person as this will be considered a form of academic dishonesty and will be treated as such. Remember that participating in the discussion board will help you improve your written skills in Spanish and will prepare for the written tests. This is a part of your class participation mark.

### Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

### Planned Weekly Schedule

Week	Topic	Course ILO	Readings/ Activities
1	<ul style="list-style-type: none"> <li>- Introduction to the course (info in NTULearn)</li> <li>- <i>"Revisión gramatical: Presentación personal"</i> (notes, p.9)</li> <li>- <i>"Revisión: Hola, ¿Qué tal? / SER Vs ESTAR"</i> (notes, p.10)</li> <li>- <i>"Revisión: La descripción física y de carácter"</i> (notes, p.11)</li> </ul> HOMEWORK: <i>Clasificación de verbos</i> (notes, p.12) <ul style="list-style-type: none"> <li>- <i>"Acciones habituales y la hora"</i> (notes, p. 13)</li> <li>- <i>"Revisión: La rutina diaria y la hora"</i> (notes, p.14)</li> <li>- <i>"Revisión: Verbos Regulares, Irregulares y Reflexivos"</i> (notes, p.15)</li> </ul> HOMEWORK: p. 72 + Module revision (p. 74-75)	All	Pair/ group work  Reading & writing activities  Interactive dialogue between students/tutor
2	<b>MODULO 5. Lección 9: Por tierra, mar y aire</b> <ul style="list-style-type: none"> <li>- Modes of transportation (p. 80)</li> <li>- Verb IR: where do you go on holidays? (p. 81)</li> <li>- <i>"Ir de vacaciones"</i> (notes, p.19)</li> </ul> <b>eLesson: En la estación de tren</b> <ul style="list-style-type: none"> <li>- Talking about timetables and prices (p. 82-83)</li> </ul>	All	Pair/ group work  Reading & writing activities Interactive dialogue

	<p>- Verbs SALIR, LLEGAR, VOLVER, COSTAR</p> <p>HOMEWORK: p. 84 (ex. 1-5)</p> <p>1) Written practice: "Mi próximo viaje"</p>		between students/tutor
3	<p><b>MODULO 5. Lección 10: Visitas una ciudad</b></p> <p>- Public places and its location in the city (p. 86)</p> <p>- "Contraste HAY/ESTÁ(N)" (notes, p.20)</p> <p>- Describing our neighbourhood (p. 87)</p> <p>- "Visitas una ciudad: Salamanca" (notes, p.21)</p> <p>HOMEWORK: p. 90 (ex. 1-3) + "Madrid" (notes, p.22)</p> <p>eLesson: Dar y pedir direcciones</p> <p>- Asking for and giving directions (p. 88-89)</p> <p>- "Pedir y dar direcciones" (notes, p.23)</p> <p>- Grammar exercises p. 90 (ex. 4-6, in class)</p> <p>HOMEWORK: Module revision (p. 92-93)</p> <p>eWorksheet: Medios de transporte y direcciones</p>	All	<p>Listening comprehension activities with audio-visual material</p> <p>Reading &amp; writing activities</p> <p>Pair/ group work</p>
4	<p><b>MODULO 6. Lección 11: Las comidas</b></p> <p>- The meals of the day (p. 98-99)</p> <p>- Verbs MERENDAR, ALMOZAR, SERVIR</p> <p>- "Mis lugares favoritos para desayunar" (notes, p.29)</p> <p>HOMEWORK: p.102 (ex. 1-4)</p> <p>eWorksheet: La comida</p> <p>- Food, drinks and condiments (p. 100-101) + (notes, p.30)</p> <p>- Personal/impersonal obligation: TENER / HAY QUE + infinitivo (p. 102, ex. 5)</p> <p>2) Written expression: "Un plato típico de mi país"</p> <p>eLesson: En el restaurante</p>	All	<p>Listening comprehension activities with audio-visual material</p> <p>Reading &amp; writing activities</p> <p>Pair/ group work</p>
5	<p><b>MODULO 6. Lección 12: El Restaurante</b></p> <p>- Eating out (p. 104) + España y su dieta, las tapas, las raciones (p. 112-113)</p> <p>- Ordering at a restaurant (p. 105)</p> <p>- Verbs QUERER, PREFERIR + "¿Qué desean para comer?" (notes, p.32)</p> <p>HOMEWORK: p. 108, (ex. 1,2, 3 &amp; 5) + "Adjetivos y verbos de cantidad" (notes, p.33)</p> <p>eWorksheet: Actividades de revisión</p> <p>- Oral interaction: p. 103 + "¿Tienes una dieta sana?" (notes, p.31)</p> <p>- Inviting people: accepting/rejecting (p. 106-107) + p. 108 (ex. 4)</p> <p>- "¿Qué te pasa?" (notes, p.34)</p> <p>HOMEWORK: Module revision (p. 110-111)</p>	All	<p>Listening comprehension activities with audio-visual material</p> <p>Reading &amp; writing activities</p> <p>Pair/ group work</p>
6	<p><b>CA 2: Oral Test 1 (role-play in pairs)</b></p> <p><b>CA 3: Test 1 (listening + written)</b></p>	All	Oral and written assessment
7	<p>Feedback Test 1 + Q&amp;A</p> <p><b>MODULO 7. Lección 13: Actividades en cartelera</b></p> <p>- Free-time activities (p. 116-117) + "Actividades de tiempo libre" (notes, p.43)</p> <p>- Making plans: IR a + infinitivo (p. 120, ex. 1) + "Vivir mi vida" (notes, p.44)</p> <p>- Verb PODER (O→UE)</p>	All	Listening comprehension activities with audio-visual material

	<p>HOMEWORK: "Verbos de movimiento con preposición" (notes, p.45)</p> <p>eLesson: Haciendo planes</p> <ul style="list-style-type: none"> <li>- City activities (p. 118)</li> <li>- Expressing purpose: ¿Para qué? Para + infinitivo</li> <li>- To make arrangements to go out (p. 119)</li> <li>- Verbs VENIR and QUEDAR + "Invitaciones" (notes, p.46) + Oral interaction: (p. 121)</li> </ul> <p>HOMEWORK: p. 120 (ex. 2-5)</p> <p>eWorksheet: Planes y tiempo libre</p>		<p>Reading &amp; writing activities</p> <p>Pair/ group work</p>
8	<p><b>MODULO 7. Lección 14: De visita</b></p> <ul style="list-style-type: none"> <li>- Visiting museums (p. 122-123)</li> <li>- Describing and giving one's opinion: es/parece + adjetivo; está bien/mal/regular</li> <li>- "Lugares famosos de España. El museo Guggenheim" (notes, p.47)</li> <li>- Comparing places (p. 124) + p. 126 (ex. 2)</li> <li>- Giving reasons to visit Granada (p. 125) + p. 126, (ex. 3-4)</li> <li>- Expressing cause: ¿Por qué? Porque...</li> </ul> <p>HOMEWORK: p. 126 (ex.3-4) + Module Revision (p. 128-129)</p> <p>eWorksheet: Lugares similares, lugares diferentes</p>	All	<p>Listening comprehension activities with audio-visual material</p> <p>Reading &amp; writing activities</p> <p>Pair/ group work</p>
9	<ul style="list-style-type: none"> <li>- "Lugares famosos de España. Una ciudad turística" (notes, p.47)</li> <li>- "Los atractivos turísticos de España" (notes, p.48)</li> <li>- "Buenos Aires" (notes, p.50)</li> </ul> <p>3) Create a leaflet: "Mi destino favorito" (see notes, p.49)</p> <p>eLesson: El pretérito indefinido</p> <p><b>MODULO 8. Lección 15: La Ropa</b></p> <ul style="list-style-type: none"> <li>- The seasons of the year</li> <li>- Talking about past holidays: pretérito indefinido- regular forms (p. 136-137)</li> <li>- "El Pretérito Indefinido" (notes, p.57)</li> <li>- Demonstrative adjectives (p. 137, ex. 8) + (p. 138, ex. 5-6)</li> </ul> <p>HOMEWORK: Práctica (p. 138, ex. 2-4)</p> <p>eWorksheet: El pasado</p>	All	<p>Listening comprehension activities with audio-visual material</p> <p>Reading &amp; writing activities</p> <p>Pair/ group work</p>
10	<ul style="list-style-type: none"> <li>- Talking about clothes (p. 134-135)</li> <li>- Verb LLEVAR (p. 138, ex. 1)</li> <li>- "¿Qué ropa te gusta llevar?" (notes, p.58)</li> </ul> <p>Describing colours, styles and preferences when wearing clothes (p. 139)</p> <p>eLesson: La ropa y yo</p> <p><b>MODULO 8. Lección 16: Rayos y truenos</b></p> <ul style="list-style-type: none"> <li>- The weather (p. 140-141) + "El tiempo" (notes, p.59) + p. 144 (ex. 1)</li> <li>- Revision of adverbs of quantity (p. 141) + p. 144 (ex. 2-3)</li> <li>- "¿Qué meto en la maleta?" (notes, p.60)</li> </ul> <p>HOMEWORK: Refuerza (p. 146-147)</p>	All	<p>Listening comprehension activities with audio-visual material</p> <p>Reading &amp; writing activities</p> <p>Pair/ group work</p>
11	<p>Revision Test 2</p> <p><b>CA 4: Test 2 (listening + written)</b></p>	All	<p>Revision activities</p>

			Written assessment
12	<b>CA 5: Oral Test 2 (conversation in pairs)</b>  Feedback Test 2 + Q&A	All	Oral conversation in pairs with lecturer

## Appendix 1: Assessment Rubric for Oral Expression in CA 2 Oral Test 1 & CA 5 Oral Test 2

	Productive Skills	Receptive and Interaction Skills
9-10	<p>Answers are correct and communication is <b>very effective</b>.</p> <p>Pronunciation and intonation <b>always facilitate</b> the message comprehension.</p> <p><b>Varied</b> and <b>always effective</b> vocabulary used.</p> <p><b>Basic and more complex grammatical structures</b> are used correctly.</p>	<p>Comprehension is <b>good</b> and interaction is kept <b>all the time</b>.</p> <p>Student <b>answers</b> and <b>demonstrates comprehension</b>.</p> <p>Student provides <b>appropriate and detailed</b> information.</p> <p>Student <b>keeps</b> the conversation and provides some <b>personal information</b>.</p>
7-8	<p>Answers are correct and communication is <b>effective</b>.</p> <p>Pronunciation and intonation <b>facilitate</b> the message comprehension.</p> <p><b>Varied</b> and <b>effective</b> vocabulary used.</p> <p><b>Basic and some more complex grammatical structures</b> are used correctly.</p>	<p>Comprehension is <b>good</b> and interaction is kept <b>most of the time</b>.</p> <p>Student <b>answers</b> and demonstrates comprehension <b>most of the time</b>.</p> <p>Student provides <b>appropriate</b> information.</p> <p>Student <b>keeps</b> the conversation.</p>
5-6	<p>Answers and communication are <b>generally effective</b>.</p> <p>Pronunciation and intonation <b>generally facilitate</b> the message comprehension.</p> <p><b>Varied</b> vocabulary used.</p> <p><b>Basic and a limited variety of more complex grammatical structures</b> are used correctly.</p>	<p>Comprehension and interaction are <b>generally</b> kept.</p> <p>Student <b>answers</b> and <b>generally</b> demonstrates comprehension.</p> <p><b>Generally</b>, student provides <b>appropriate</b> information.</p> <p><b>Generally</b> student <b>keeps</b> the conversation.</p>
3-4	<p>Answers and communication are <b>partially effective</b>.</p> <p>Pronunciation and intonation <b>occasionally limit</b> the message comprehension.</p> <p><b>Occasionally varied</b> vocabulary used.</p> <p><b>Most of the basic grammatical structures</b> are used correctly.</p>	<p>Comprehension and interaction are <b>partially</b> kept.</p> <p>Student <b>answers</b> and <b>only</b> demonstrate comprehension <b>occasionally</b>.</p> <p><b>Occasionally</b> student provides <b>appropriate</b> information.</p> <p>Student <b>partially keeps</b> the conversation: some questions need to be repeated or reformulated.</p>
1-2	<p>Answers and communication have a <b>limited effectiveness</b>.</p> <p>Pronunciation and intonation <b>limit</b> the message comprehension.</p> <p><b>Limited</b> vocabulary used.</p> <p><b>Some basic grammatical structures</b> are used correctly but these are <b>isolated</b> and of <b>limited</b> variety.</p>	<p>Comprehension and interaction are <b>limited</b>.</p> <p>Student provides <b>limited answers</b> and <b>rarely</b> demonstrates comprehension.</p> <p>Student provides <b>little</b> appropriate information.</p> <p>Student's participation in the conversation is <b>limited</b>: most of the questions need to be repeated or reformulated.</p>
0	<p>Communication <b>does not reach</b> any of the specified levels by the above descriptors.</p>	<p>Comprehension and interaction <b>do not reach</b> any of the specified levels by the above descriptors.</p>



## Appendix 2: Assessment Rubric for Written Expression in CA 3 Test 1 & CA 4 Test 2

Language		Content and Structure	
5	Simple structures used <b>without errors</b> . More complex structures <b>without or almost without errors</b> . Orthography and correct agreement. 1 or 2 isolated errors.	5	<b>All</b> the requested information is included in a <b>very elaborated</b> manner.  <b>Frequent</b> and <b>correct</b> use of connectors.
4	Simple structures used <b>with very few errors</b> . Complex structures <b>with errors</b> throughout the composition. Orthography and agreement <b>with very few</b> errors.	4	<b>Most of</b> the requested information is included in an <b>elaborated</b> manner.  <b>Good</b> and <b>correct</b> use of connectors.
3	Simple structures used <b>with few errors</b> . Complex structures <b>with some errors</b> throughout the composition. Orthography and agreement <b>with some</b> errors.	3	<b>Much of</b> the requested information is included in a <b>partially elaborated</b> manner.  <b>Moderate</b> but <b>correct</b> use of connectors.
2	Simple structures used <b>with quite many errors</b> . Complex structures <b>with quite many errors</b> throughout the composition. Orthography and agreement <b>with quite many</b> errors.	2	<b>Part of</b> the requested information is included in an <b>occasionally elaborated</b> manner.  Use of <b>some</b> connectors but not necessarily correctly.
1	Simple structures used <b>with many errors</b> . Complex structures <b>with many errors</b> throughout the composition. Orthography and agreement <b>with many</b> errors.	1	<b>Very little of</b> the requested information is included and in a <b>not elaborated</b> manner.  Connectors are <b>missing</b> .
0	It does not fulfil any of the requisites.	0	It does not fulfil any of the requisites.

### **Appendix 3: Assessment Rubric for CA 6 Participation**

The marks (10) are calculated based on two components:

1. Written practice in the Discussion Board
2. Classroom participation

#### **1. Written practice in Discussion Board (6 points):**

Students need to submit all.

- Full marks if all written practices were attempted and submitted on time.
- 2-point deduction for each written practice not submitted (3 written practices in total).

#### **2. Classroom participation (4 points)**

Students ought to participate actively in all classroom activities.

Active participation:

- 4 points for extremely active participation (group discussion, activities, asking and answering questions). Always comes prepared to class.
- 3 points for regular participation, active in group discussion and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.
- 1 - 2 points for adequate participation, moderately active in group discussions, yet only offers answers on being called upon. Sometimes unprepared and might not have completed the assigned homework.
- 0 points for students who show no active participation, who do not participate in group discussions, are not prepared, and generally do not complete the assigned homework.