

Centre for Continuing Education

Beginning Spanish 1

"Español en marcha 1A"

Luisa Espino

For total beginners. The course has 4 parts. Parts 1-3 are involved in developing and practising linguistic aspects of the language. Part 4 consists of self evaluation, providing feedback and will involve students in assessing their development. An additional section, "De acá de allá", contains cross-cultural information on the Spanish and Hispano-American world.

Please see additional information attached.

DATES/TIMES: 6-8pm on 10 Tuesdays from 5 August

FEE: \$299

COURSE LOCATION: The venue for this course can be found on your tax invoice/receipt (under "Course Information"). Please allow enough time to locate your course venue on the first evening.

Tutor: Luisa Espino
Ph: 62824747
Mob: 0448 886840
Email: brilu@bigpond.net.au

At the end of this course participants should be able to communicate basically, and will be able to acquire a basic vocabulary of 1,000 words. They will be able to give basic information about themselves and others. Additionally, they will manage to construct simple sentences and understand words and short sentences in a written passage or dialogue, and interact and engage in a number of practical situations, such as saying hello and goodbye and introducing themselves. They should also be able to tell where things are; to ask for, understand and give directions along with standard needs of telling the time, describing places, objects and people, of ordering a meal. Participants will be able to express likes, dislikes and preferences; discuss daily routines; describe a house and its contents with a view to renting or buying it; booking a room in a hotel and describe leisure activities.

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F: 61255938
E: enrolments.cce@anu.edu.au
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CRICOS Provider No. 00120C

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Program of Study

In order to facilitate intended learning outcomes, it is expected that participants, using the textbook, will prepare for lessons, or *tasks*, as required. Participants are expected to undertake the necessary study, to complete exercises from the workbook and revise classroom activities. This will include exercises on language functions covered in the classroom. This will consolidate a particular linguistic aspect and convey understanding to their classmates.

Language learning strategies

Participants will be encouraged to try reading local Spanish newspapers, as well as perusing electronic media. To read books, magazines, listen to audiocassettes, CD's, or videos in Spanish. This material is available from the ***Spanish Cultural and Resources Centre "Alejandro Malaspina"*** in Suite 18, Level 1, Manuka Court, PO Box 3811 Bougainville St, Manuka ACT 2603. Telephone and Fax: 6239 7153. Email: spainre@cyberone.com.au At the Centre, participants can become members and borrow items at no cost. Opening hours: Mondays, Wednesdays and Fridays from 10 am to 2pm; Tuesdays and Thursdays from 3pm to 5 pm.

Recommended

For beginners. The course provides a springboard to future studies and careers, access to information in Spanish for employment in global economies, to work for the Australian Government or NGO's in Spanish speaking countries, and with international agencies, and multinational conglomerates.

Textbook

The required text for this course is **Español en marcha 1**. Curso de español como lengua extranjera. **Libro del alumno A1**. Francisca Castro, Pilar Diaz and alia. SGEL Madrid, 2004. The text is available in the ANU Coop Bookshop (red book). The workbook ("Cuaderno de ejercicios") will be provided. This course follows the *Common European Reference Framework*. A dictionary will also be required.

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ESPAÑOL EN MARCHA 1. Curso de español como lengua extranjera (10 weeks).
Available at the ANU Co-op (Red book, for both courses Beg Spanish 1 and 2)

Week 1

Welcome to the Hispanic World! ¡Bienvenidos al mundo hispánico!
Introduction to "Español en Marcha 1" and Spanish-speaking countries.
Introducing each other. Presentaciones. Personal identification [name, nationality (origin)]
The Spanish sounds. Spanish alphabet and pronunciation.

Unidad 0 (Pages 7-11)

A. Vamos a presentarnos (Let's introduce each other).

- **NAME:** 1. ¿Cómo te llamas? How do you call yourself? (familiar, "tu" form)

2. Me llamo _____ I call myself (My name is.....)

- **NATIONALITY** 1. ¿De dónde eres? Where are you (do you come) from?

2. **SOY australiano OR Soy de Australia**

I'm. Australian

I am from Australia.

Greetings (saludos)

¡HOLA!, ¿qué tal? Hi, how are things?

Buenos días or Buen día

Buenas tardes

Buenas noches

Good morning/day

Good afternoon/evening

Good night

B. The Spanish sounds. Pronunciation guide. ¿Cómo se escribe? ¿Cómo se pronuncia?

Useful expressions ¿Cómo se escribe? How do you write/spell it?

¿Cómo se pronuncia? . How do you pronounce it?

¿Puede repetir, por favor? Can you repeat it, please?

¿Cómo se dice "....." en español? How do you say ".." in Spanish?

Perdone, no entiendo/ no comprendo. Sorry, I don't understand.

¿Qué significa"...." ? What is the meaning of...?

C. Names of Spanish speaking countries and adjectives of nationalities (gentilicios, with NO capital letters). Agreement (number and gender) **NOUN+ADJECTIVE: Soy australiano , soy australiana; somos australianos , somos australianas.**

TASK 1: Listen to the CD Unidad 0, ejercicios 1.1 (page 7), 4.2 (page 8), and 5.3 & 9.5 (page 9). Learn names and nationalities of Spanish-speaking countries (page 10-11). Learn useful expressions

Prepare grammar and vocabulary (léxico) Unidades 0 (Refer to: glosario ,Workbook) & 1 (Refer textbook, pp 99-100) for next week.

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Week 2

Word stress (sílabas tónicas) and intonation. La tilde.

Meeting people: **Formal & informal greetings** (the "tú", "usted" and "vos" forms).

Introducing somebody else: Mira, este es Anil / esta es Safiya (Look, this is A/S)

Mire, le presento a..... (Look, I introduce you to....)

Encantado, a/ Mucho gusto Pleased (to meet you) / Much pleasure

Personal identification: NAME: formal. ¿Cómo se llama usted?

INFORMAL ¿Cómo te llamas?

Unidad 1: A. ¡Encantado! (pages 12-3)

TASK 2: Learn the rules of stress (la sílaba tónica, page 9).

Learn grammar (gramática): Gender adjectives of nationality (page 13).

Exercises (Workbook) Unidad 1 A (pages 4-5).

Week 3

Correct Exercises Unidad 1A .

OCCUPATION. ¿A qué te dedicas? ("tú") ¿A qué se dedica? ("usted") SOY.....

WORKPLACE: ¿Dónde trabajas (tú)? ¿Dónde trabaja usted?

Actividades en Pareja, Unidad 1: Student A (page 93), Student B (page 96)

Present Regular verbs: the three conjugations ending in – AR, -ER, -IR (Ref: p 99)

Personal Pronouns subject.: Yo (I), tú (you familiar singular), usted (you formal singular), é (he), ella (she), nosotros/as (we), vosotros/as (plural of "tu") , uds (plural of ud, ellos/as (they, masc and feminine forms).

SER (to be) , **TENER** (to have, possess NOT to have a meal, a drink)

Give information about yourself and ask the same of other/s: Asking for and telling the telephone number, email. ¿Cuál es tu/su número de teléfono? ¿Cuál es tu

correo electrónico? What is your telephone number? What is your email? ¿Me das/da tu/su teléfono? Can you give me your telephone? ¿Puede decirme el teléfono de....?

Can you tell me....? Address (**dirección, domicilio**): ¿Dónde vive/vives? Where do you live? Learning numbers 0-20. Complete an application form. Learning interrogative forms: **qué, cómo, dónde.** Saludos.

Unidad 1 B. ¿A qué te dedicas? (pages 14-5) & **C. ¿Cuál es tu número de teléfono?** (pages 16-7). **Unidad 1 D. De acá y de allá** (Saludos, page 19)

TASK 3: Unidad 1B, 1C & 1D

Learn grammar vocabulary Unidad 1 (Ref: pages 99-100 Textbook)

Name and Gender of professions.

Present regular verbs (trabajAR, comER, vivIR) & **irregular verbs** (SER, TENER). **B&C**

Learn numbers (0-20).

Autoevaluación (book, page 18) to be handed in writing for correction.

Exercises Unidad 1 B, C (page 5-7).

Prepare vocabulary Unidad 2 for next week (See glosario Unidad 2, and 101-2 textbook)

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Write a few sentences answering to the following questions for ORAL presentation:

¿Cómo te llamas? ¿De dónde eres? ¿A qué te dedicas? ¿Dónde vives? ¿Dónde trabajas? ¿Cuál es tu número de teléfono/móvil? ¿Cuál es tu email?

Week 4

Correct exercises B & C (Unidad 1). Hand in Autoevaluación. Talking and giving information about family members. ¿Estás casado (a)/soltero(a)? Are you married, single?

Asking and telling where something is. ¿Dónde están mis (my) gafas? Where are my glasses?

Learning location phrases: debajo de, under; encima de, on, on top of; entre, between; delante de, in front of; detrás de, behind; al lado de, besides; junto a, next to; en, in. a + el = al to + the de + el = del from + the ¿Qué hay en esta habitación?

Possessive (my, your, his, her...) & Demonstratives. (este/esta, this; estos/estas, these) adjectives. Revision TENER, SER The verb ESTAR (page 101).

Unidad 2 A&B (Pages 20-23)

TASK 4: Learning vocabulary and useful expressions about "family":

Learning location phrases

Grammar: Learning the Plural of nouns; possessive adjectives, and demonstratives.

ORAL: Prepare for oral presentation: bring a family photo or from friends', pets', etc. to your classmates and introduce them, (Ref: Ex. 7, book, page 23).

Este/esta es.....Es + adjective of nationality. Is he/she married? (Está casado/a or soltero/a). ¿Dónde vive/n? How old....? ¿Dónde trabaja/n?

Week 5

Some oral presentations. Asking and telling the time. ¿Qué hora es? What is the time? What time is it?

Learning numbers 21-5.000 Timetables : ¿A qué hora ...? (At) What time does/do ...?

Reading and Comprehension : "La familia hispana".

Unidad 2 C ¿Qué hora es? (pages 24-5) & D. De acá y de allá (La familia hispana. Dos apellidos, page 27)

TASK 5 Learning how to tell the time. Numbers from 21-5000 (see page 101).

Autoevaluación (in writing) for correction (page 26). Ejercicios unidad 2 (pages 8-11)

Prepare vocabulary Unidad 3 (Ref: Glosario)

ORAL: Talk about timetables in Canberra or Australia. E.g: En Australia la gente come ... (Ref: Horarios: exercise 4, textbook, page 24)

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Week 6

Correct exercises Unidada 2. The use of reflexive verbs in Spanish. Talk about and describe daily routines: **levantarse** (to get up **oneself**), **ducharse** (have a shower **oneself**), **desayunar** (have breakfast), **salir** (to go out), **empezar** (to start, begin), **terminar** (to end, finish), **comer** (to have the main meal of the day), **volver** (to come back), **cenar** (to have the evening meal), **acostarse** (to go to bed).

Reflexive pronouns: *me, te, se, nos, os, se* (myself, yourself, himself, herself...).
Present tense irregular verbs: (E—IE) *empezar* & (O—UE), *volver* and *IR*.

Unidad 3 A&B (Pages 28-31)

TASK 6: Learn names of occupations and workplaces.

Learn the reflexive forms with the pronouns, irregular verbs **empezar** (to start), **volver** (to come back) and **ir a** (to go to). ...

Ejercicios Practica más 1 (pages 12/3).

ORAL : Prepare your week's routine.

Week 7

Some oral presentations. Correct *Ejercicios*, 1,2. *Practica más 1*. Talk about habits and work schedules. Telling where you work/study and asking other/s. Order breakfast. Spelling and pronunciation /g/. Learn non-verbal language: gestures.

Unidad 3 B & C & D (De acá y de allá : Lenguaje gestual) (Pages 32/3 &35)

TASK 7: Learn grammar and vocabulary **Unidad 3** (ref: pages 101-2)

Autoevaluación (page 34).

Ejercicios Unidada 3 (pages 14-17).

Prepare vocabulary **Unidad 4** (Ref: glosario Unidada 4 & gramática & vocab. Unidada 4, pages 102-3).

ORAL: Think of a person that everyone in the class knows. Describe the person in terms of "a qué se dedica" (his/her job), where that s/he work? (place of work), what does s/he do?, etc. (Ref: exercise page 9, textbook). E.g. Nicole Kidman, Cathy Freeman, Bert Newton, John Howard, Kevin Rudd.

Week 8

Correct exercises **Unidad 3**. Describe a house and its rooms. Describe furniture and contents of a house. Ordinal numbers as adjectives. **Hay + un/una/unos/unas + Noun; ESTÁ + el/la.; ESTÁN+ los/las..**

Unidad 4 A & B (Pages 36/9)

Task 8. Learn areas of the house, rooms (*cocina, cuarto de baño, etc*). Words related to furniture (*mesa, silla, etc.*), objects (*cojín, toalla, etc*) and electrodomésticos (*horno microondas, lavavajillas, etc*).

Learn ordinal numbers (first, second, third, etc). **HAY** (there is/are), **ESTÁ/ÁN.**

The definite articles – *el, la, los, las* (THE). The indefinite articles – *un/una* (A) , *unos, unas* (Plural of "A").

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Ejercicios A, B Unidad 4 (páginas 18-20)

ORAL presentation: Describe your house or your ideal house: e.g. *Es grande/pequeña; tiene tres cuartos (rooms).....La cocina es..... Hay un jardín enfrente de la casa.....Está enfrente del pasillo,etc.*

Week 9

Some oral presentations. Correct ejercicios A,B (Unidad 4) Book a room in a hotel. El sonido /k/ : pronunciation and spelling. Reading and comprehension exercise: Los patios.

Unidad 4 C & De acá y de allá (Páginas 40/1 & 43)

Task 9. Learn words related to hotel installations. Autoevaluación (page 42). Ejercicios Unidad 4 C (page 21). Prepare vocabulary Unidad 5 (Ref: glosario).

 **Bring a plate, if you can, for next week to share with the class.**

Week 10

Correct exercises C, Unidad 4. Unidad 5 Comer fuera de casa. (To eat out). Order a meal in a restaurant/cafetería. Reading menus. Hablar de gustos (Express likes and dislikes). Freetime: activities, things you like or dislike.

Irregular verb pedir (e—i) = to ask for something, NOT to ask a question (preguntar).

Gustar (to be pleasing, to like) with indirect personal pronouns me, te, le, nos, os, les:

Me gusta + singular subject (la música rock)/ me gustan + plural subject (los deportes)

Understand instructions for recipes. The command familiar(tú) and formal (usted) forms.

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