



SPANISH COURSE – B1

I. Course Description

This class is part of the Spanish courses that the Universidad de La Frontera, through its Language Coordination, offers to undergraduate and graduate students in order to strengthen their communication skills in Spanish, thus contributing to their pre-intermediate language skills during their training and/or internship in Chile. At this level, the students will develop the communicative skills in the Spanish language that will allow them to talk about personal or somebody else's experiences and events, express wishes and aspirations, justify their opinions and decisions and explain future plans. They will also be able to read texts of medium complexity, obtaining specific conclusions and identifying specific information from a conversation. During the semester, the students will have to demonstrate commitment and actively participate in the teaching-learning virtual sessions in order to achieve the linguistic-communicative requirements of the level. At the end of this level, the student will reach B1 level according to the Common European Framework of Reference for Languages.

II. Learning outcomes.

Upon completion of this level, the student will be able to:

Oral and written production

1. Use functional language and standard expressions to request/give information and give opinions about their personal, social and academic/professional context both orally and in writing.
2. Use functional language and standard expressions to show preferences in Spanish by giving personal points of view, and expressing agreement or disagreement, both orally and in writing, using functional vocabulary according to the needs of the context.
3. Ask for and give factual, as well as, general and specific personal information in writing in relation to personal, social and academic/professional contexts.
4. Describe people, places, family situations and events in a minimum of detail, whether in the immediate context or in the past that may or may not have an impact on the present and future.
5. Describe their personal and social context, their academic/professional work and events in a minimum of detail in both the present and past context, both orally and in writing through moderately complex texts.
6. Write and orally present a description of their work from an academic point of view, areas of knowledge, or of importance to their personal preferences.



Reading and Listening Comprehension

1. Identify relevant and specific information in written and audio messages such as advertisements, e-mails or reports, as well as in monologues and/or dialogues of increasing complexity and in contexts of daily life, professional and/or academic aspects.
2. Identify key elements and secondary ideas in relation to events, moments, characters and time in narrative and audio texts of medium complexity.
3. Identify descriptive characteristics of increasing complexity about people, places, times and events.
4. Identify relevant information in instructions, orders, written texts or specific images and addresses of increasing complexity in diverse contexts (e.g., at the bank, administrative offices, personal interviews, etc.).
5. Identify vocabulary, factual information, general and detailed ideas and opinions in written and audio texts that develop topics related to both personal and academic/professional contexts.
6. Recognize the sounds of the Spanish language that generate confusion or difficulties for speakers of other languages.

III. Teaching and learning methodology and strategies

This online curricular activity will develop a methodology focused on the student and strongly supported by technological resources that privilege communication and active interaction among peers, collaborative work and learning through practical application mediated by the teacher. In this way, the teacher will expose students to texts and oral productions of increasing complexity depending on the level and related to the context of the student.