

**Spanish Language Intensive Course**  
**Universidad Francisco de Vitoria**  
**92 contact hours**

**Level: Low Intermediate (B1: Umbral / Threshold)**

**Language & Communication**

Students should be able to:

- Understand the main points of clear texts in standard language, in situations of work, study or leisure
- Know how to function in the majority of situations that can arise during a trip to Spanish-speaking places
- Produce simple and coherent texts about themes that are familiar or of personal interest
- Describe experiences, stories, wishes and aspirations, as well as justify one's opinion or explain their plans

In this level, the student will learn to:

- Control oral communication: ask if something is known, encourage someone to continue, react to information, etc.
- Relate past and present actions, compare and contrast them
- Transmit what is said by others and repeat it
- Describe experiences and news
- Talk about past actions
- Relate information through the expression of cause and consequence
- Talk about the future
- Make hypotheses about the present
- Organize a speech
- Express grades of need in an impersonal way
- Express opinion, agreement or disagreement
- Talk about books, science and new technology
- Interact in public places: markets, restaurants, travel agency, etc.
- Establish comparisons
- Give advice and recommendation in an personal or impersonal way
- Express sensations and physical states
- Offer, accept and reject something
- Describe products or foods
- Ask for and give information about the location of an object or place
- Organize formal letters and emails
- Participate in administrative and formal conversations
- Make and respond to phone calls
- Express doubt, make a decision
- Express the intention to do or not to do something
- Suggest activities and make plans
- Express wishes
- Ask, talk, prevent or warn about future situations
- Ask for services or objects to an employee of a public establishment
- Describe places

At the end of level B1, the student should:

Listening Comprehension	Understand the main ideas when speech is clear and normal and has to do with everyday subjects that take place in work, school, leisure time, etc. Understand the main idea of radio or television programs that have to do with current themes or subjects of personal or professional interest, when the articulation is relatively
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	slow and clear.
Reading Comprehension	Understand written texts in everyday language or related to work. Understand the description of events, feelings and wishes in personal letters.
Oral Interaction	I know how to function in almost all the situations that present themselves when I travel to Spanish-speaking places. I can spontaneously participate in a conversation that has to do with everyday themes of personal interest or that are pertinent to daily life (for example, family, hobbies, work, trips or current events.)
Oral Expression	I know how to link sentences in a simple form with the goal of describing experiences or acts, my dreams, hopes and ambitions. I can briefly explain or justify my opinions and plans. I know how to narrate a story, the plot of a book or movie and I can describe my reactions.
Written Expression	I am able to write simple and well linked texts about themes that are known to me or of personal interest. I can write personal letters that describe experiences or impressions.

## Culture

### Theme 1. Socio-cultural Knowledge

The first objective is to know geographic and socio-political facts about current Spain and know how to interpret and contextualize them.

Strictly speaking, knowledge of the society and culture of the community or communities in which Spanish is spoken is an important aspect of knowledge of the world.

The different characteristics could relate, for example, to:

1. *Daily life – for example,*
  - Food and drink, hours of meals, table manners
  - holidays
  - hours and practice of work
  - leisure activities (hobbies, sports, reading habits, the media).
  
2. *Conditions of life – for example,*
  - Levels of life (with regional, social and cultural variations)
  - Housing conditions
  - Means of social assistance
  
3. *Personal relationships – including relationships of power and solidarity, for example:*
  - Social structure and relationships between its members
  - Relationships between the sexes
  - Family relationships
  - Relationships between generations
  - Work relationships
  - Relations with authority, with the government
  - Relations of race and community
  - Relations between political and religious groups
  
4. *Values, beliefs and attitudes – with regard to the following factors:*
  - Social class
  - Professional groups (academic, business, public service, workers)
  - Riches (earnings and inheritances)
  - Regional cultures

- Security
  - Institutions
  - Tradition and social change
  - History: above all, representative people and events
  - Minorities (ethnic and religious)
  - National identity
  - Foreign countries, states and peoples
  - Politics
  - Religions
  - Humor
5. *Body Language*. Knowledge of the conventions that govern behavior forms part of the socio-cultural competence of the student.
6. *Social Conventions*. (for example, related to offering and receiving hospitality)
- Punctuality
  - Gifts
  - Dress
  - Apertif, drinks, food
  - Conventions and taboos related to behavior and conversations
  - Length of stay
  - Saying goodbye
7. *Ritual Behavior* in areas such as the following:
- Religious ceremonies and practices
  - Birth, marriage and death
  - Behavior of the public and the audience in public ceremonies
  - Celebrations, festivities, dances, discotheques, etc.

## **Theme 2. Intercultural Conscience**

The knowledge, perception and comprehension of the relationship between the “world of origin” and the “world of the community being studied” (similarities and differences) produce an intercultural conscience that includes, naturally, the awareness of the regional and social diversity in both worlds, that are enriched with the awareness of a wider series of culture than that which includes the mother tongue and second language, which contributes to placing both in its context. In addition to the objective knowledge, intercultural awareness involves an awareness of how they see the community from the perspective of others, often in the form of national stereotypes.

The following objectives are considered relevant:

- Know the history of Spain in relation to the passage of different peoples
- Know what consists of the crossing of three cultures and understand the terms of multiculturalism and interculturalism in its application and analysis of present-day Spain

## **Themes 3 & 4. Awareness of Artistic Manifestations**

Art and history are also different characteristics and forms of learning about a culture and understanding it from a better perspective.

- Know the history and artistic movements of the Golden Age, as well as the main authors and works of the Renaissance and Baroque Spain
  1. A comprehensive vision of Lazarillo de Tormes and Don Quijote de la Mancha
  2. Life and works of Velázquez. Discuss and interpret the painting *Las Meninas*

- Know the history and artistic movements of the 20th century, as well as the main authors and works of modern and contemporary Spain
  1. History of the second Republic, the civil war and the two stages of the Franco dictatorship
  2. Know who the Generation of '27 were and what they represent. Read and interpret poetry and theatre by Federico García Lorca and the poetry of Rafael Alberti. Know the general lines of the vanguards and its interrelationship in Europe..
  3. Study Spanish painting of the 20th century: cubism and surrealism.
  4. Vanguard art and design: the innovations of Azúa
- Know the main places of historical and artistic interest in the city of Madrid.
  1. El templo de Debod.
  2. El Palacio Real.
  3. El Madrid de los Austrias.
  4. El Senado.
  5. El Museo del Prado.
  6. El Museo Reina Sofía.