

<b>Spanish A2 for Exchange Students</b>			
<b>Academic Year:</b>	2024-2025	<b>Academic Period:</b>	Semester 1
<b>Timetable:</b>	Tuesdays and Thursdays 12:40 to 14:20	<b>Classroom:</b>	Tuesdays: 11.1 (Faculty of Communication) Thursdays: A6.1 (Student Hub)
<b>ECTS Credits:</b>	3	<b>Total Hours:</b>	75
<b>Classroom Hours:</b>	52	<b>Independent Work:</b>	23
<b>Main Language:</b>	Spanish	<b>Secondary Language:</b>	English
<b>Professor:</b>	Clara Lairla González	<b>Email:</b>	clairla@usj.es

### INTRODUCTION:

This Spanish course, designed for students who have a basic knowledge of Spanish (A1 according to the CEFR), aims to improve their linguistic competence in Spanish, providing them with the resources they need to use the Spanish language at an A2 level according to the CEFR, as basic users of the language.

It is a Spanish as a foreign language (SFL) course for non-Spanish speaking undergraduate students who are spending a semester or entire year at Universidad San Jorge and who wish to complement their undergraduate studies by acquiring knowledge of the Spanish language that will support them in their studies and everyday life during their time in Spain, as well as in their future professional development.

Therefore, the course's content and resources will cover general topics and deal with various grammatical, functional and lexical aspects, as indicated in the activities planned for the course, which will help students achieve linguistic, sociolinguistic and pragmatic competencies. To promote a holistic, effective integration of the course content, the focus is on the student, with an active, communicative methodology. Moreover, the course employs an ongoing assessment system with several graded assignments as well as a final exam so that students can monitor their learning.

### COMPETENCIES TO BE DEVELOPED IN THE COURSE:

	Description
General competencies	Ability to develop learning strategies to acquire new knowledge throughout their academic and professional career.
	Ability to assimilate social and humanistic concepts as part of a holistic university education to make it possible to develop ethical values such as solidarity, multiculturalism, equality, respect, compromise, diversity, etc. (student as a social agent).
	Capacity to plan and organise work and assignments, employing the resources at their disposal.
	Capacity to think critically.
	Capacity for independent work, gradually becoming responsible for their own learning process (student as an independent learner).
	Capacity to manage, organise and handle information in different formats.
	Capacity to identify cultural aspects and the main reference points of the new culture to which they are gaining access through the Spanish language and to establish bridges between their culture of origin and Spanish-speaking culture (student as an intercultural speaker).

Specific competencies	Capacity to communicate verbally and in writing in the Spanish language, with different audiences and using different media, in simple interactions.
	Develop communicative and interpersonal skills.
	Capacity to interact interculturally with sensitivity, while overcoming stereotypical relations.
	Knowledge of the values and beliefs shared by social groups from other countries (knowledge of the world).
	Capacity to mediate in simple communicative exchanges by using paraphrase or synthesis.
Learning outcomes	Participate in simple conversations and transactions related to everyday, personal life, as well as the university community (oral interaction).
	Identify and understand the main ideas of oral and written discourse that are expressed explicitly on simple or personal general topics.
	Write simple texts about personal and general matters and past, present and future events.
	Appropriately unite and connect oral and written discourse using simple connectors.
	Mediate interculturally to address possible situations of cultural misunderstandings and conflicts by using different strategies to incorporate and apply the knowledge, skills and attitudes that allow the student to identify and prevent prejudices, stereotypes and beliefs that complicate the process of getting to know other cultures.
	Identify the most significant and universal elements of Spanish-speaking cultural heritage.

Source: adapted from proposals from the Instituto Cervantes' Curricular Plan.

### PREREQUISITES:

To register for this course, students must take the Spanish level test at the Institute of Modern Languages at the beginning of the semester before registering for the course. This test establishes the students' language level to be able to sort them into groups that are as homogenous as possible so that they receive the appropriate level of instruction. Students can register for this course if they have an A1 level according to the CEFR and if they have a limited repertoire of phrases they use in specific situations; they can interact simply, provided the interlocutor collaborates; and they have resources that allow them to satisfy immediate needs related to everyday situations.

### COURSE SYLLABUS:

#### Content

	FUNCTIONS	GRAMMATICAL CONTENT	LEXICAL CONTENT	CULTURAL CONTENT
<b>TOPIC 1</b>	<ul style="list-style-type: none"> <li>Introduce yourself, give personal information and ask others. Talk about routines and establish contrasts.</li> <li>Express interests and likes, agreement and disagreement.</li> </ul>	<ul style="list-style-type: none"> <li>Review of the present simple of the indicative (regular and irregular verbs, reflexive verbs, verbs like <i>gustar</i>): forms and uses.</li> </ul>	<ul style="list-style-type: none"> <li>Routine actions.</li> <li>Leisure and free time activities.</li> </ul>	<ul style="list-style-type: none"> <li>General knowledge about Hispanic culture.</li> </ul>
<b>TOPIC 2</b>	<ul style="list-style-type: none"> <li>Ask for and give the time.</li> <li>Locate objects and people in space. Establish comparisons and identify people within a group.</li> </ul>	<ul style="list-style-type: none"> <li>Review of time: forms and use.</li> <li>Prepositions of time and place with and without movement (<i>a, de, en, hacia, desde, hasta, por</i>, etc.)</li> <li>Differences between <i>ser</i> and <i>estar</i>: forms and uses.</li> </ul>	<ul style="list-style-type: none"> <li>Family.</li> <li>Physical and character description adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>Schedules in Spain.</li> <li>The use of diminutives to soften the importance of something.</li> </ul>

		<ul style="list-style-type: none"> <li>– Comparative and superlative phrases (regular and irregular comparatives and superlatives).</li> </ul>		
<b>TOPIC 3</b>	<ul style="list-style-type: none"> <li>– Narrate and describe present processes.</li> <li>– Present, situate and describe objects.</li> </ul>	<ul style="list-style-type: none"> <li>– Review of ordinal and cardinal numbers.</li> <li>– Present continuous (gerund): forms and uses.</li> <li>– Verbs to present and situate objects: <i>haber, servir para</i> + infinitive, <i>estar hecho/ser de</i> + material (form and uses).</li> </ul>	<ul style="list-style-type: none"> <li>– Materials (description of objects).</li> <li>– Searching for an apartment.</li> <li>– The house: rooms and furniture.</li> </ul>	<ul style="list-style-type: none"> <li>– Housing in Spain.</li> </ul>
<b>TOPIC 4</b>	<ul style="list-style-type: none"> <li>– Express obligation, duty and prohibition.</li> <li>– Express plans and intentions. Make proposals, accept them and reject them.</li> <li>– Express and ask about states, emotions and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>– Verbal periphrases to express obligation and duty (<i>hay que/deber/tener que</i> + infinitive): forms and uses.</li> <li>– Near future (<i>ir+a</i> + infinitive) and time markers: forms and uses.</li> </ul>	<ul style="list-style-type: none"> <li>– Free time and plans.</li> <li>– Feelings, moods and emotions.</li> </ul>	<ul style="list-style-type: none"> <li>– Duties and civic behaviour at Spanish universities.</li> </ul>
<b>TOPIC 5</b>	<ul style="list-style-type: none"> <li>– Express completed actions related to the present.</li> <li>– Express frequency.</li> <li>– Express surprise and incredulity and accept excuses.</li> </ul>	<ul style="list-style-type: none"> <li>– Present perfect: forms and uses.</li> <li>– Direct and indirect object pronouns: forms and uses.</li> </ul>	<ul style="list-style-type: none"> <li>– Time markers.</li> </ul>	<ul style="list-style-type: none"> <li>– Wedding gifts.</li> <li>– Tabloids.</li> </ul>
<b>TOPIC 6</b>	<ul style="list-style-type: none"> <li>– Give instructions, orders, permission and advice.</li> </ul>	<ul style="list-style-type: none"> <li>– The affirmative and negative imperative: forms and uses.</li> <li>– The present subjunctive: forms and uses in the imperative.</li> </ul>	<ul style="list-style-type: none"> <li>– Vocabulary to give directions.</li> </ul>	<ul style="list-style-type: none"> <li>– Advertising in Spain.</li> </ul>
<b>TOPIC 7</b>	<ul style="list-style-type: none"> <li>– Narrate anecdotes and biographies using the past.</li> </ul>	<ul style="list-style-type: none"> <li>– Simple past: forms and uses.</li> </ul>	<ul style="list-style-type: none"> <li>– Time markers.</li> <li>– Free time and celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>– Parties and leisure activities.</li> </ul>
<b>TOPIC 8</b>	<ul style="list-style-type: none"> <li>– Express habitual actions in the past, describe the past, present an ongoing action in the past, as well as two simultaneous actions in the past.</li> <li>– Establish cause, consequence and contrast.</li> <li>– Organise and connect discourse (clarify ideas, start and end discourse, etc.).</li> <li>– Express and ask for an opinion, accept opinions and introduce a contrary opinion (debates).</li> </ul>	<ul style="list-style-type: none"> <li>– Imperfect past and time markers: forms and uses.</li> <li>– Use and comparison of the present perfect, simple past and imperfect past.</li> <li>– Contrast between past and present routines (<i>soler/solía</i> + infinitive).</li> </ul>	<ul style="list-style-type: none"> <li>– Discoveries and inventions.</li> <li>– Discourse markers (time, causal and contrast markers).</li> <li>– Connectors to organise and join discourse.</li> <li>– Characters in fairy tales.</li> </ul>	<ul style="list-style-type: none"> <li>– Spain in the 1950s and 60s.</li> </ul>

The course syllabus may be modified due to unforeseen circumstances (group performance, availability of resources, modifications to the academic calendar, etc.) and therefore should not be considered definitive.

### Preliminary calendar of learning activities

Week	Day	Topic	In-class sessions	Hours	Independent work	Hours
1	24/09/2024 26/09/2024	Topic 1	Introduction to the course and explanation of the Course Guide. Introductions and review of the present indicative (regular and irregular verbs). Linguistic profiles. European Day of Languages (26/09): Linguistic board game activity	4	Detailed reading of the Course Guide.	1
2	01/10/2024 03/10/2024	Topic 1	Review of the present simple of the indicative (regular and irregular verbs) and expressing duration Cause and purpose: <i>para</i> and <i>porque</i> Advice for learning Spanish Review of the present simple of the indicative (regular and irregular verbs) Hispanic culture Debate	4	Present indicative activities	2
3	08/10/2024 10/10/2024	Topic 1	The verb <i>gustar</i> and similar verbs ( <i>interesar, molestar, doler</i> , etc.) 10/10: NO CLASS: PILAR BANK HOLIDAY	2		0
4	15/10/2024 17/10/2024	Topic 1 Topic 2	The verb <i>gustar</i> and similar verbs ( <i>interesar, molestar, doler</i> , etc.) Reflexive verbs 17/10: Instructions for 1 <sup>st</sup> graded assignment (video) Review of time Prepositions	4	Activities for the verb <i>gustar</i> and reflexive verbs 1st graded assignment	2
5	22/10/2024 24/10/2024	Topic 2	Physical and character descriptions Verbs <i>ser</i> and <i>estar</i>	4	1 <sup>st</sup> graded assignment Study for mid-term exam	3
6	29/10/2024 31/10/2024	Topic 2 Topic 3	<b>29/10: Hand in 1st graded assignment</b> on PDU Comparatives and superlatives The gerund <b>31/10: Mid-term exam</b>	4	Study for mid-term exam Review exercises: ordinal and cardinal numbers	3
7	05/11/2024 07/11/2024	Topic 3	Vocabulary: the house and home Verbs <i>haber</i> and <i>estar</i> Express utility and the verb <i>servir</i> Express moods	4	Vocabulary and preposition exercises	1
8	12/11/2024 14/11/2024	Topic 4 Topic 5	Express obligation, duty and prohibition The near future ( <i>ir + a + infinitive</i> ) Present perfect	4	Present perfect exercises	1

9	19/11/2024 21/11/2024	Topic 5  Topic 6	Direct and indirect object pronouns 21/11: Instructions for 2 <sup>nd</sup> graded assignment (composition) Affirmative imperative Giving advice	4	Affirmative imperative exercises 2 <sup>nd</sup> graded assignment	1
10	26/11/2024 28/11/2024	Topic 6  Topic 7	Negative imperative Giving advice Simple past	4	Imperative exercises 2 <sup>nd</sup> graded assignment Simple past and present perfect exercises	2
11	03/12/2024 05/12/2024	Topic 7  Topic 8	<b>03/12: Hand in 2<sup>nd</sup> graded assignment</b> on PDU Present perfect vs simple past Imperfect past Debate	4	Simple past and imperfect past exercises	1
12	10/12/2024 12/12/2024	Topic 8	10/12: Instructions for 3 <sup>rd</sup> graded assignment (composition) Narrating stories in the past: fairy tales Review of the imperative: imperative in advertising Past tenses: present perfect, simple past and imperfect past	4	3 <sup>rd</sup> graded assignment	2
13	17/12/2024 19/12/2024	Topic 8	Narrating stories and discourse connectors <b>19/12: Hand in 3<sup>rd</sup> graded assignment</b> on PDU Review activities	4	3 <sup>rd</sup> graded assignment	1
14	24/12/2024 26/12/2024		NO CLASS: CHRISTMAS HOLIDAYS	0	Study for final exam	1
15	31/12/2024 02/01/2025		NO CLASS: CHRISTMAS HOLIDAYS	0	Study for final exam	2
16	07/01/2025 01/09/2025		<b>07/01: Final exam</b> 09/01: NO CLASS: TUTORING PERIOD	2		
			<b>TOTAL CLASSROOM HOURS:</b>	<b>52</b>	<b>TOTAL HOURS OF INDEPENDENT WORK:</b>	23

The course schedule is approximate and may be modified due to unexpected changes or the group's needs. All course materials will be uploaded to PDU, which can be accessed at the following link: <https://pdu.usj.es>

## TEACHING AND LEARNING METHODOLOGIES AND ACTIVITIES

### Teaching/learning methodologies to be used

Given that the course's main objective is for students to develop their communicative competencies, the methodology for the sessions will be eminently practical. To that end, we will work on oral and written comprehension competencies, oral expression strategies and written expression techniques. Additionally, during the class sessions, we will work on grammar and lexical content by developing written and oral comprehension and expression skills.

During the classes, the professor will promote both group work and conversations, as well as spaces for individual reflection and work. These types of interaction tasks will help students develop their profile as a

social agent and intercultural speaker. Additionally, to reinforce the content acquired during in-class sessions, and as part of their assessment, students must complete a series of independent work assignments. All these types of activities will help students develop as independent learners.

Students are the centre of learning, and therefore their participation during classes and commitment to completing independent work assignments are essential.

### Volume of student work

Type	Teaching Methods	Estimated Hours
<b>In-Person Activities</b>	Solving practicums, problems, exercises, etc.	30
	Debates	3
	Theoretical activities	10
	Assessment activities	4
	Practical activities	5
<b>Independent Work</b>	Attending tutoring sessions	1
	Individual study	7
	Preparing individual assignments	8
	Preparing group assignments	0
	Performing review and practise tasks	8
	<b>Total Hours:</b>	<b>75</b>

### ASSESSMENT SYSTEM

#### General points

The type of assessment used in the Spanish courses at Universidad San Jorge is assessment for learning, the objective of which is to help students identify and recognise their achievements or standards to be attained. It is a formative assessment that is part of planning learning objectives and promotes a commitment to achieving said objectives. It involves both the professor and students, as it requires feedback from the teacher to guide students in the next steps to take and how to take them, while also promoting self-assessment and recognition of achievements.

For a holistic assessment of students' achievement during the course, we will use the ongoing and final assessments that are described in the first and second exam sitting schemes in this course guide, according to the following assessment criteria: scope (general scope and richness of vocabulary), correctness (grammatical correctness, control of vocabulary and sociolinguistic adaptation), fluency, interaction (overall interaction, taking turns while speaking and collaboration strategies), coherence and pronunciation (phonological control). Said assessment criteria will be adapted to the course level descriptors (according to the CEFR).

## FIRST EXAM SITTING

### Assessment scheme

EVALUATION	WEIGHT
Individual assignments:	30 %
Mid-term exam:	20 %
Final exam:	50 %
<b>TOTAL</b>	<b>100 %</b>

In order to take the final exam in the first sitting, students must have attended at least 80% of the classes and have an average passing grade for their ongoing assessment (individual assignments + mid-term exam). If one of these requirements is not met, the student must automatically take the exam during the second sitting.

**Individual assignments** (30 % of the final grade): the individual assignments consist of two written expression tasks (2 compositions) and one oral expression task (1 video). The three assignments will be carried out by students individually and handed in on PDU on the dates indicated in the class schedule in this course guide. Each assignment is worth 10 % of the course's final grade and they are part of the course's ongoing assessment. The instructions for each task will be indicated in class and on the course's PDU with sufficient time to complete them.

If an assignment is not handed in and no justification provided, it will receive a grade of 0.

**Mid-term exam** (20 % of the final grade): the mid-term exam is a written test lasting 1 hour and 40 minutes which includes the content studied to date. The mid-term exam includes: one listening comprehension task, one reading comprehension task and several vocabulary and grammar tasks that are similar to those carried out during the course.

Students will take the exam at the same time, during class hours, on the **31st of October**. The mid-term exam is part of the course's ongoing assessment. Not taking the exam without due justification will result in a grade of 0.

**Final exam** (50 % of the final grade): the final exam is a written test lasting 1 hour and 40 minutes which includes the content of the entire course, and which students shall take at the same time during usual class hours, on the **7th of January**. The final exam includes: one listening comprehension task, one reading comprehension task and several vocabulary and grammar tasks that are similar to those carried out during the course.

Students must obtain a minimum grade of 5/10 to pass the final exam, and the final exam must be passed to pass the course. If a student fails the final exam, they must take it again in the second sitting. Not taking the final exam without due justification will result in a grade of 0.

To pass the course, students must meet minimum class attendance requirements and get at least an average of 5 out of 10 on both the final exam and the ongoing assessment (individual assignments + mid-term exam).

## SECOND EXAM SITTING

There are two possible scenarios where the second exam sitting is necessary:

**Scenario 1:** The student didn't pass the final exam in the first sitting, but they did pass the ongoing assessment and met minimum attendance requirements. In this case, the student just needs to take the final exam again, and the grades from the individual assignments and mid-term exam from the course will be saved.

This final exam is a written test lasting 1h 40m similar to the first sitting: it consists of one listening comprehension task, one reading comprehension task and several vocabulary and grammar tasks that are similar to those carried out during the course. The final exam is worth 50 % of the total grade and it will be carried out in person on the date indicated by the professor during the exam period.

Students must obtain a minimum grade of 5/10 to pass the final exam, and the final exam must be passed to pass the course. Not taking the final exam without due justification will result in a grade of 0.

To pass the course, students must meet minimum class attendance requirements and get at least an average of 5 out of 10 on both the final exam and the ongoing assessment (individual assignments + mid-term exam).

The assessment scheme is the same as in the first exam sitting.

**Scenario 2:** A student must take the exam during the second sitting because they did not meet the class attendance requirements and/or because they did not pass the ongoing assessment (individual assignments + mid-term exam). In this scenario, the grades from the assignments and mid-term exam from the course (if completed) will not be saved, and the assessment scheme consists of: one **final written exam** similar to the one from the first exam sitting (worth 70% of the final grade) and an **oral exam** (worth 30% of the final grade).

The final written exam consists of one listening comprehension task, one reading comprehension task and several vocabulary and grammar tasks that are similar to those carried out during the course. The final written exam lasts 1h 40m and it will be carried out in person on the date indicated by the professor during the exam period. Not taking the final exam without due justification will result in a grade of 0.

The oral exam consists of two oral interaction tasks on topics that were worked on in the course's ongoing assessment tasks. The exam lasts approximately 15 minutes, and it will be carried out in person on the date indicated by the professor during the exam period. Not taking the oral exam without due justification will result in a grade of 0.

To pass the course, the student must pass the average of both exams (written + oral).

The **assessment scheme** is as follows:

EVALUATION	WEIGHT
Oral exam:	30 %
Final written exam:	70 %
<b>TOTAL</b>	<b>100 %</b>



**ATTENDANCE:** Class attendance is mandatory. To be able to take the final exam and therefore pass the course, students must attend a minimum of 80 % of classes.

If a student is having trouble attending this course's classes one of the two days of the week it is taught (because it overlaps with another USJ course), they must inform the professor as soon as possible and send a document justifying their 50% attendance.

Exceptionally, if a student has trouble attending both weekly classes because the timetable overlaps with that of other USJ courses, they must notify the professor and send a justifying document.

Students who cannot meet the minimum mandatory attendance requirements due to justified circumstances must contact the professor at the start of the semester (before 15 October) to inform her of the situation. Otherwise, absences will be considered unexcused, and students may lose their right to take the exam in the first sitting if they exceed the maximum number of allowed absences.

#### **OTHER CRITERIA THAT AFFECT THE ASSESSMENT SYSTEM:**

Partial or total **plagiarism** of an assignment will mean the student automatically fails the assignment, receiving a grade of 0, pursuant to university regulations; this is an illegal practise, and it may mean they will be banned from taking the final exams, thereby failing the course. Similarly, copying, speaking to classmates or consulting unauthorised materials/resources during an exam will mean the student fails the course with a grade of 0. In all these cases, a disciplinary penalty may be applied to the student, pursuant to the USJ's Regulations of Conduct and Coexistence, which are published in the "Regulations" section of CampUSJ (<https://usanjorge.sharepoint.com/sites/HuellaUSJ>). To find out more about what plagiarism is and how to prevent it, you can visit <https://www.usj.es/futuros-alumnos/vida-universitaria/biblioteca/investigacion/como-publicar/plagio>

#### **COURSE PASS CERTIFICATE:**

Once the assessments have been passed, students will receive a digitally signed course pass certificate to the email address they provided at registration. This certificate will specify the following information: course duration, dates and level, corresponding credits, and their qualitative and quantitative grades.

#### **BIBLIOGRAPHY AND DOCUMENTATION:**

##### **Basic bibliography**

All the material resources required to follow the course will be handed out in class and available on the course's PDU.

Council of Europe. 2020. Common European Framework of Reference for Languages: Learning, teaching, assessment. Companion volume. Council of Europe Publishing, Strasbourg. [www.coe.int/lang-cefr](http://www.coe.int/lang-cefr)

Instituto Cervantes. 2007. Instituto Cervantes Curricular Plan: Reference Levels for Spanish. Madrid: Biblioteca Nueva. Available at: [https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/plan\\_curricular/default.htm](https://cvc.cervantes.es/ensenanza/biblioteca_ele/plan_curricular/default.htm)

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### Recommended bibliography

- Alba, A., Arámbol, A., Blanco, M. C., Blanco, R., Bueso, I., Caballero, G. M., Dante, A., Fernández, E., Gómez, Ó., Gómez, R., Larrañaga, A., Martín, A., Martín, R., Nicolás, S., Oliva, C., Pardo, I., Reig, M., Rollán, M., Ruiz de Gauna, M., Vázquez, R., Zamora, F. (2003). *Spanish Method for Foreigners, Prisma Continúa, Level A2*. Publisher: Edinumen.
- Alonso Raya, R., Castañeda Castro, A., Martínez Gila, P., Miquel López, L., Ortega Olivares, J., Ruiz Campillo, J. P. (2015). *Basic Grammar for Students of Spanish*. Publisher: Difusión.
- Álvarez Martínez, M<sup>a</sup> Á., Blanco Canales, A., Torrens Álvarez, M<sup>a</sup> J., Alarcón Pérez, C. (2010). *Spanish as a Foreign Language, Intensive A2 Course: Student Book*. Publisher: Anaya.
- Álvarez Martínez, M<sup>a</sup> Á., Blanco Canales, A., Torrens Álvarez, M<sup>a</sup> J., Alarcón Pérez, C. (2011). *Spanish as a Foreign Language, Intensive B1 Course: Student Book*. Publisher: Anaya.
- Álvarez Ramos, D., Catalán Gallén, S., Giner Guix, S., Gras Manzano, P., López Samaniego, A., Martínez Díaz, E., Miñano López, J., Polanco Martínez, F., Santiago Barriendos, M., Velázquez Velázquez, R., Yúfera Gómez, I. (2008). *Destination Erasmus: Intermediate and Advanced 2 Levels*. Publisher: SGEL.
- Aragonés, L., Palencia, R. (2009). *Grammar of the Use of Spanish. Theory and Practise*. Publisher: SM.
- Ballester Bielsa, P., Catalán Gallén, S., Díaz Tapia, M<sup>a</sup> Á., López Ripoll, S., López Samaniego, A., Miñano López, J. (2009). *Destination Erasmus, Beginner Level 1*. SGEL.
- Borobio, V., Palencia, R. (2011). *Spanish Course for Foreigners, Modern SFL A2, Student Book*. Publisher: SM.
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- Corpas, J., Garmendia, A., Soriano, C. (2018). *Classroom 2*. Publisher: Difusión.
- Lloret Ivorra, E. V., Ribas, R., Wiener, B., Görrisen, M., Häuptle-Barceló, M., Pérez Cañizares, P. (2011). *¡Nos vemos! Student Book*. Publisher: Difusión.
- Martín, M<sup>a</sup> T., Pérez, L., Ramos, J., Centellas, A., Norris, D., Ruiz, J. (2007). *Spanish Living Language 1*. Publisher: Santillana.
- Moreno, C., Hernández, C., Miki Kondo, C. (2010). *Elementary Grammar A1-A2*. Publisher: Anaya.

### Recommended websites:

- <https://avueltasconele.blogspot.com/>
- <https://www.eleinternacional.com/blog>
- <https://www.profedeele.es/>
- <https://www.rae.es/>
- <https://www.todoele.net/contenido-cultural/cortometrajes>