

Open University of Mauritius

Foundation Course

Foundation Level Spanish-OUfc007

1. Introduction

In line with its philosophy to democratise access to university education, the Open University of Mauritius offers Foundation Courses. These courses aim at better preparing learners for higher education while allowing them to meet the minimum requirements to undertake undergraduate studies. They have been carefully developed by a team of experts to ensure smooth transition to university. They also motivate learners and give them a greater chance of succeeding. They play a pivotal role in helping learners to revisit lost skills, while giving them the necessary confidence and preparatory experience they need for success at university. However, they are not intended to replace secondary school courses. On successfully completing four foundation courses (8 modules) including English through Open Distance Learning (ODL), they can join degree programmes.

The ODL mode of delivery enables convenient self-study within a flexible framework. This mode of delivery allows learners to learn at their own pace, in their own place and time without disrupting their social, professional and domestic commitments hence, allowing them to earn while learning.

2. Aim

This 80-hr self-study module is designed for learners with no prior exposure to the Spanish language. This module aims to develop both written and oral skills in Spanish. Upon completion of **Module 1**, learners are expected to read and understand basic sentences in Spanish. By the end of this module, learners should have elementary conversational skills in Spanish and a basic knowledge of the structures of Spanish grammar. They should be able to read and understand simple texts in the target language. Learners should also have the ability to ask basic questions and provide answers to questions about personal details, such as where they live, the people they know and the things that they have. **Module 1** also prepares learners to embark on **Module 2** which tackles more complex sentence structures and covers other aspects of the grammar.

3. Course requirements

- SC/GCE O-level with 3 credits + 1 A-level
(Applicants should be less than 25 years of age)
- Mature candidates will be considered on their own merit.

4. Course duration

Minimum	1	year
Maximum	2	years

5. Minimum credits required for the award

Total: 8 credits

Each credit in the University's system is equivalent to a minimum of 20 hours of study including all learning activities (i.e. reading and comprehending the print material, listening to audio, watching video, attending tutorials/counseling sessions, writing assignment responses and preparation for the examinations). Thus, a 4 credit course involves a minimum of 80 hours of study.

6. Assessment

- Assignments 30%
- Examinations 70%
- Overall pass 40%

Assessments will be based on written examination of 2-hour duration and continuous assessment carrying a maximum of 30% of total marks. Continuous assessment will be based on assignment(s). For a learner to pass a module, an overall total of 40% for combined continuous assessment and written examination components would be required without minimum thresholds within the individual continuous assessment and written examination. Learners may re-sit up to a maximum of two failed modules for the semester of the programme.

7. Course structure

The syllabus consists of 2 modules of 4 units each.

Each module is designed for approximately 80 hours of study including self-marked assessments. In all, the 2 modules would be equivalent to 160 hours of study time.

8. **Module Outline**

OUfc007111: Spanish Language I

Unit 1: Expressing likes and dislikes

Objectives

- To enable learners understand the importance of the Spanish Language in the world.
- Familiarize learners with Spanish-speaking countries (Spain and Latin America).
- Introduce them to the Spanish Alphabet and Pronunciation.

Outcomes

At the end of this unit, learners should be able to:

- i) Pronounce each of the letter of the Spanish Alphabet
- ii) Pronounce the name of each Spanish-speaking country
- iii) Spell their name, surname, town or village where they live in Spanish
- iv) Read simple basic texts with the correct pronunciation
- v) Greet in Spanish
- vi) Count : Cardinal numbers
- vii) Say the Spanish pronouns (Formal and Informal You)

Content

Overview of Spanish language in the world, Introduction of Spanish-speaking countries, Spanish Alphabet and Pronunciation, Spelling in Spanish, Greetings in Spanish, Spanish Numbers and Spanish Pronouns.

UNIT 2: Spanish Verbs (Simple Present Tense/Regular verbs)

Objectives: To introduce learners to the simple present tense in Spanish and the verbs: SER, ESTAR, TENER y HABER.

Outcomes

At the end of this unit, learners should be able to:

- i) Conjugate regular verbs in the simple present tense
- ii) Understand basic differences between the verbs SER and ESTAR
- iii) Understand basic differences between verbs TENER y HABER

- iv) Use the verb SER to describe and present oneself, say one's nationality and profession
- v) Use the verb SER to tell the day, the month and the time in Spanish
- vi) Use the verb TENER to indicate possession and in idiomatic expressions

Content

Conjugate regular verbs in the simple present tense, verbs SER y ESTAR, HABER y TENER. Use the differences between the pair of verbs mentioned before. Use the verbs SER and TENER.

UNIT 3: Adjectives and Prepositions

Objectives: To expand on the basics: Adjectives, Prepositions, Possessive Adjectives (Short Form) and Demonstrative Adjectives

Outcomes

At the end of this unit, learners should be able to:

- i) Use simple adjectives to describe people and objects
- ii) Use simple prepositions to locate people and objects
- iii) Describe objects using colors
- iv) Use possessive adjectives (short form) and demonstrative adjectives to make simple sentences

Content

Adjectives and word order, Introduction to Prepositions, Possessive Adjectives and Demonstrative Adjectives.

Unit 4: Interrogative Adjectives and Adverbs

Objectives: To enable learners to use interrogative adjectives to ask questions and adverbs to describe how they are doing an action.

Outcomes

At the end of this unit, learners should be able to:

- i) Use interrogative adjectives to ask something
- ii) Use of adverbs like bien, mal, poco, mucho, muy, etc.
- iii) Ask for directions and locate oneself
- iv) Ask for prices of products in different situations

Content

Interrogative Adjectives, Adverbs

At the end of each unit, there is a ‘Cuaderno de ejercicios’ which consists of a series of exercises to strengthen knowledge gained so far.

OUfc007121: Spanish Language II

Learning Objectives

- Express one's likes and interacting on different everyday life contexts, on different themes.
- Make comparisons in different contexts
- Use Indefinite pronouns in basic contexts
- Use the conditional to express probability, possibility, wonder or conjecture.
- Talk about future actions

Unit 1: Expressing likes and dislikes

Objectives: To enable learners use verbs like ‘gustar’ to express their likes and dislikes. They will also learn how to use and distinguish between direct-object and indirect-object pronouns.

Outcomes

At the end of this unit, learners should be able to:

- viii) Distinguish between direct-object and indirect-object pronouns
- ix) Express their ‘likes’ and ‘likes’
- x) Construct sentences using verbs to express ‘likes’ and ‘dislikes’
- xi) Count: Cardinal numbers (More than 100).

Unit 2: Comparisons

Objectives: To express ‘more than’ and ‘less than’ and to make other types of *comparisons*.

Outcomes

At the end of this unit, learners should be able to:

- i) Make comparisons in different contexts
- ii) Use comparisons to express themselves
- iii) Use superlatives in describing

Unit 3: Indefinite Pronouns (Algo, Ninguno, Alguien, Nada, etc.)

Objectives: Learn and use the different indefinite pronouns and understand that they are sometimes used as parts of the speech, often as adjectives and sometimes as adverbs.

Outcomes

At the end of this unit, learners should be able to use:

- i) the different indefinite pronouns
- ii) indefinite pronouns in Reading Comprehensions

Unit 4: The Simple Past Tense (Pretérito Indefinido)

Objectives: Learn the usages and conjugation of the Simple Past Tense. Contrast with the Present Perfect Tense.

Outcomes

At the end of this unit, learners should be able to:

- i) Conjugate the verbs in the Simple Past Tense
- ii) Use the Simple Past Tense to express past actions
- iii) Compare and contrast the Simple Past Tense and The Present Perfect Tense
- iv) Be familiar with the time markers in both verb tenses (Hoy, Esta mañana, La semana pasada, etc.)

Unit 5: The Past Continuous Tense (Pretérito Imperfecto)

Objectives:

- Learn the usage and conjugation of the Past Continuous Tense.
- Use the Simple Past and the Past Continuous Tenses to relate in the past.

Outcomes

At the end of this unit, learners should be able to:

- i) Conjugate the verbs in the Past Continuous
- ii) Use the Past Continuous (longer actions) together with the Simple Past Tense (shorter actions)

Unit 6: The Simple Future (El Futuro Imperfecto)

Objectives: Learn the usages and conjugation of the future tense. Also, learners will be exposed to other periphrastic constructions of the future (ir + a+ infinitive).

Outcomes

At the end of this unit, learners should be able to:

- i) Conjugate the verbs in the Simple Future
- ii) Express future actions using correct time markers

Unit 7: The Conditional (El Condicional Simple)

Objectives:

- Learn the usages and conjugation of the conditional.
- Understand that the conditional is used to express probability, possibility, wonder or conjecture.

9. Learning Objectives

At the end of this unit, learners should be able to:

- i) Conjugate the verbs in the Conditional
- ii) Use this verb tense correctly in different contexts

10. Supporting Materials

Manual	Open University of Mauritius
Audio	<p>The AUDIO CD – considered as an integral part of the learning process - will act as a support to the manual. The audio will help in learning the correct pronunciation through listening and repeating. It will be designed in such a way that the learner feels close to the authors of the manual.</p> <p>UNIT 1: Spanish Language Spanish Alphabet – Pronunciation Presenting oneself, location and nationality Simple conversation: Greeting Singing with the numbers</p> <p>UNIT 2: Spanish Verbs (Simple Present Tense/Regular verbs) Conversation: What do you do in a normal day of your life? (¿Qué haces en un día normal de mi vida?) Playing with colors Vocabulary: Fruits and Vegetables</p>

	<p>UNIT 3: Adjectives and Prepositions Conversation in different contexts: The Street, The Restaurant, The Market/Supermarket/The Bar</p> <p>UNIT 4: Interrogative Adjectives and Adverbs Location: Where do you live? Invitation: Where is the party? (¿Dónde está la fiesta?)</p>
Video	<p>The Visual CD – considered as an integral part of the learning process - will act as a support to the manual. It will be interactive and enhance visual learning.</p> <p>UNIT 1: Spanish Language Locate and Play with the Spanish-Speaking Countries</p> <p>UNIT 2: Spanish Verbs (Simple Present Tense/Regular verbs) Explaining verb endings in the simple present tense</p> <p>UNIT 3: Adjectives and Prepositions Describing people/celebrities from photographs</p> <p>UNIT 4: Interrogative Adjectives and Adverbs Describing the weather</p>
References	

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