

Spanish Language, Intermediate Level
Universitat Autònoma de Barcelona
45 Contact Hours

SPANISH COURSE - LEVEL C

Total length of the module: 45 hours

UAB Idiomes Barcelona's Spanish courses are divided into six levels that cover the learner aims established by the Council of Europe's Common European Framework of Reference.

General Aims

By the end of the course, students will be able to:

- Understand and use expressions of social interaction appropriately, according to the situation: e.g. greet, say goodbye, apologise, wish someone luck, congratulate, (standard and colloquial).
- Understand short public messages: e.g. announcements, directions, instructions, answering machines (standard).
- Hold short conversations concerning everyday, immediate needs (e.g. in a restaurant, in a bank, in shops, in public buildings) (standard).
- Use Spanish as the language of classroom interaction: understand the teacher's explanations and other students' comments, ask for clarifications, express doubts, and give talks (standard).
- Hold simple face-to-face or telephone conversations with acquaintances or strangers asking for or giving specific information, express wishes and opinions, understand or give advice and instructions, explain a personal problem and understand possible answers, ask for clarifications or repetitions (if required), (standard and colloquial).
- Describe the physical appearance of people and objects and make qualitative evaluations (standard and colloquial).
- Narrate simply, using simple structures, events relating to personal experience (standard and colloquial).
- Identify the gist of longer spoken messages (e.g. TV or radio news, talks and explanations given by a guide, interviews, and documentaries) (standard).
- Use strategies to increase communicative ability with limited linguistic resources (e.g. paraphrasing, asking for help and obtaining information from other speakers) (standard and colloquial).
- Recognise and understand common informal expressions and idioms (colloquial).
- Recognise the most prominent features of the main Spanish dialects, thereby facilitating understanding of native speakers from different regions (standard).

- Understand texts aimed at the general public: e.g. posters, notes, warnings, leaflets, adverts, programmes, information from organisations, administrative forms (standard).
- Fill in official forms requesting personal details (standard).
- Answer questionnaires concerning professional activities, studies, and interests: e.g. surveys, evaluative tests, exams, forms, (standard).
- Understand and write brief messages concerning everyday, immediate activities: e.g. notes, postcards, personal letters (standard and colloquial).
- Write formal applications, personal CV's, and standard official documents (standard).
- Understand basic news stories, comment, and reports in the press (standard).
- Read short simple literary texts: e.g. short stories, graded novels (standard).

COURSE DESCRIPTION CONTINUES ON THE NEXT PAGE...

- Read short specialised texts relating to students' work, studies, or interests: e.g. magazine articles, reports, technical documents (standard).
- Use reference material needed in Spanish classes: e.g. dictionaries, grammars, textbooks, and workbooks.
- Write an essay on a particular subject with a degree of coherence.
- Take notes from short, clear, precise spoken information in standard Spanish.
- Write down short dictated spoken messages (standard).
- Read texts out loud written by themselves or other people, so that they may be understood by a native speaker without difficulty.
- Summarise written texts or spoken messages (standard).
- Translate simple, written or spoken texts with the aid of a dictionary.

Linguistic functions

Socialising

- Apologising.
- Congratulating.
- Expressing condolences.
- Well-wishing.
- Thanking.
- Sending greetings to other people and conveying them.

Informative (informing, describing, narrating)

- Describing one's own and other people's character.
- Describing and commenting on changes in people.
- Explaining things one has seen, heard, or read.
- Conveying information, opinions, instructions, or comments of other people.
- Speaking about everyday activities in the present and past; explaining circumstances.
- Expressing hypotheses and assumptions.
- Announcing intentions, making plans.

Expressive (expressing feelings and moods)

- Expressing satisfaction or dissatisfaction, disappointment, happiness, or boredom.
- Expressing wishes.
- Expressing surprise or shock.
- Expressing worry.
- Expressing pity, pain, or sorrow.
- Complaining.
- Expressing resignation.

Evaluative

- Evaluating and comparing personal qualities.
- Expressing likes and preferences.
- Expressing interest or indifference.
- Giving and asking for opinions. Showing agreement or disagreement with the opinions of others.
- Considering other people's points of view; comparing them and evaluating them.
- Raising objections to an argument.
- Making official complaints and protesting.

Inductive

- Asking for and giving advice.
- Expressing desire, willingness, or need to do something.

COURSE DESCRIPTION CONTINUES ON THE NEXT PAGE...

- Asking and stating whether something is possible, necessary, or obligatory.
- Making complaints.
- Asking for something while specifying conditions. Ordering services.

Metalinguistic

- Introducing a topic.
- Rectifying and correcting.
- Ordering speech to present an argument.
- Indicating the conclusion of an argument.
- Specifying and providing examples.
- Asking for and making clarifications.
- Emphasising sections of speech.

Grammatical content

Determiners

- Degree: difference and correspondence between *muy/tan* and *mucho/tanto*.
- Demonstratives: use of specifying constructions *este/-a de.../que...*, *ese/-a de.../que...*, *aquel/-la de .../que...*, (e.g. «*Aquél de la camisa blanca*»/«*Aquél que lleva camisa blanca*»).

Nouns and adjectives

- Qualifying descriptions of appearance and character.

Tenses and verbs

- Preterite plus perfect indicative of common regular verbs.
- Systemising the use of past indicative tenses.
- Simple conditional of frequently used regular and irregular verbs (e.g. *salir, tener, hacer, poner, decir*).
- Present subjunctive of frequently used regular and irregular verbs (e.g. *ser, tener, poner, hacer*).
- Preterite perfect subjunctive of frequently used regular and irregular verbs (e.g. *venir, hacer, salir, hablar*).

- Preterite imperfect subjunctive of frequently used regular and irregular verbs (e.g. *venir, hacer, salir, hablar, decir, haber*).
- Future verb forms: revision and consolidation.
- Future perfect of frequently used regular and irregular verbs (e.g. *venir, tener, perder, hablar, estar*).
- Verbs with pronominal constructions: e.g. *caerle bien/mal alguien, llevarse bien/mal con alguien, pasársele algo a alguien, irle bien/mal algo a alguien, poner/ponerse*.
- Verb patterns: *acabar de, dejar de, volver a + infinitive; llevar + gerund*.
- Verbs with emphatic pronouns: revision and extension.
- Impersonal verb forms:
 - o using the pronoun *se* (e.g. «*Esa catedral se empieza a construir en el siglo XVIII*»).
 - o using the third person plural (e.g. «*Abren a las cinco*»).
 - o using the second person singular .
- Imperative forms of frequently used regular and irregular verbs: revision and extension (e.g. *hacer, venir, salir, hablar, comer*).
- Concordance of verbs and particles in expressing probable, improbable, and impossible conditions.

COURSE DESCRIPTION CONTINUES ON THE NEXT PAGE...

Adverbs

- Adverbs of manner: revision and extension (e.g. *así, de esa manera, en absoluto*).
- Adverbs of time: the construction *cuando* + subjunctive/indicative.
- Adverbs of doubt: e.g. *quizá/s, tal vez, a lo mejor, probablemente*.

Pronouns

- Relative pronouns: *el/la/los/las que..., quien*.

Prepositions

- Revision and extension of prepositions and prepositional phrases.

Linking words

- Revision and extension of frequently used linking words (e.g. *y, e, ni, pero, así, pues, sino*).
- Introduction to subordinate conjunctions and linking phrases: e.g. *aunque, ya que*.

Spelling

- General roles on the use of accents in words, according to syllable stress and in question particles.

Course books

Textbooks:

- E. MARTÍN, N.SANS *Gente 2 (libro del alumno)*. Ed. Difusión. - E. MARTÍN, N. SANS *Gente 2 (libro de trabajo)*. Ed., Difusión.

Recommended complementary books:

Grammars

- A. GONZÁLEZ, J. R. GUENOT, M. SÁNCHEZ ALFARO. *Gramática de español lengua extranjera*. Edelsa.
- A. SÁNCHEZ, E. MARTÍN, J. A. MATILLA. *Gramática práctica de español para extranjeros*. Edelsa.
- L.GÓMEZ. *gramática didáctica del español*. Ed. SM.

Dictionaries:

- *Diccionario esencial Santillana de la lengua española*. Santillana.
- *Diccionario avanzado de lengua española*. Ed. SM.

- *Diccionario para la enseñanza de la lengua española (español para extranjeros).*