

## SPANISH COURSE - LEVEL C

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*Number of sessions: 60*

*Length of each session: 1,5 h*

*Total length of the module: 90 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).

- 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.

- 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. «*Aquéel de la camisa blanca*»/«*Aquéel 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.

#### 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. *quizás/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)*.