

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

SPANISH COURSE - LEVEL B

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:

- Improve their pronunciation and intonation in Spanish.
- Use Spanish to interact adequately in the classroom; recognise and use basic communicative mechanisms in this situation.
- Extract information from brief spoken messages broadcast in the media or public places.
- Participate successfully in everyday face-to-face and telephone conversations.
- Recognise mood from the way speakers express themselves, and react appropriately.
- Understand the gist of simple texts.
- Understand and extract specific information from authentic informative documents (e.g. signs, notices, leaflets, posters, newspaper articles).
- Read out loud texts written by themselves and others.
- Narrate, both verbally and in writing, past, present and future events, appropriately organising the discourse.
- Write informal letters, personal notes, and postcards.
- Develop basic comprehension and expression strategies: e.g. deducing the meaning of words from context, relating words with common roots.
- Take notes and write down spoken messages.
- Increase knowledge of the social and cultural aspects that enable the student to integrate more fully into the learning environment.
- Start using bilingual dictionaries.

Linguistic Functions

Socialising

- Using conventional expressions for asking permission and favours.
- Using common expressions for starting and finishing telephone conversations.

- Using written expressions for starting and ending letters.

Informative (inform, describe, narrate)

- Describing and identifying people or objects from among a group.
- Locating people or objects (asking and stating where they are).
- Asking for and giving information about people: e.g. age, profession, address, telephone number, marital status.
- Asking about and stating one's mood.
- Asking for and giving information on public services (e.g. opening hours, activities, location).

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- Asking for and giving information on travelling within and out of the city (e.g. forms of transport, timetables, booking tickets, distances, prices).
- Asking and stating who someone is.
- Asking for and giving information on everyday activities and routines, in the present and past.
- Speaking about plans and intentions in the future, and explaining conditions. Formulating hypotheses.
- Placing an event in time and explaining it in order (asking and stating when something happened and in what order the events happened).
- Communicating information from one person to another.

Expressive (expressing feelings and moods)

- Expressing pleasure or displeasure.
- Expressing surprise.
- Expressing interest or indifference.
- Giving encouragement.
- Expressing doubt or certainty.
- Expressing anger, disgust, or irritation.

Evaluative

- Showing likes and preferences; comparing them to other people's.
- Showing agreement and disagreement with someone or something. - Expressing opinions and asking for other people's opinions.
- Accepting other people's opinions or reasoning.
- Showing interest or disinterest in something.

Inductive

- Offering to do something.
- Inviting someone to do something. Accepting or rejecting invitations. Arranging to meet someone.
- Demanding, ordering someone to do something. Expressing prohibition.

- Expressing an intention and asking about other people's intentions.
- Asking for and giving advice.
- Giving warnings.
- Asking for, giving, or refusing permission.

Metalinguistic

- Interrupting someone in order to speak.
- Asking follow-up questions, repeating questions.
- Numbering and ordering the main points in an argument.
- Expressing certainty concerning a principle.

Grammatical content

Determiners

- Definite, indefinite and contracted articles: revision and consolidation.
- Neutral demonstrative *esto*: use and syntax.
- Possessives: difference between *mi, tu, su, nuestro/-a, vuestro/-a* and *el mío/la mía, el tuyo/la tuya, el suyo/la suya, el nuestro/la nuestra, el vuestro/la vuestra* (and corresponding plural forms).
- Indefinites: revision and consolidation.
- Degree: revision and consolidation.
- Numerals: ordinals, partitives and Roman numerals.

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Nouns and adjectives

- Gender and number inflexion: revision and extension. Exceptions (e.g. *actor/actriz*).- Use of certain adjectives with the verbs *ser* and *estar* (e.g. *ser feliz, estar contento*).

Tenses and verbs

- Present indicative of regular and irregular verbs and the most frequently used time markers (e.g. *siempre, todos los días, normalmente, a veces, a menudo, de vez en cuando*): revision and consolidation. Use of the verb *soler* to express frequent actions.
- Defective verbs: e.g. *llover, nevar, hacer sol, hacer viento*.
- Most frequently used regular and irregular reflexive verbs: revision and consolidation.
- Verbs with emphatic pronouns: *gustar, parecer, encantar, apetecer, doler*.
- Future forms of verbs: revision and consolidation.
- Use of *si...* conditional for expressing requests, orders, and invitations (e.g. *es usted tan amable*).
- Imperative form of the most frequent regular and irregular verbs (e.g. *coger, subir, tener, hacer*). Use of *tú* and *usted* in imperative forms.
- Contrast of the preterite perfect and indefinite indicative, with the most frequently used time markers: revision and consolidation.
- Preterite imperfect indicative of regular and irregular verbs: use and syntax.
- Difference between the three indicative pasts (perfect, indefinite and imperfect).
- Verbs and prepositions: e.g. *quedarse en, llamar desde, quedar con, pasar por*.
- Polite conditional: *me gustaría / querría* + infinitive.
- Present subjunctive of most frequent regular verbs.

Adverbs

- Adverbs of manner: e.g. *bien, mal, deprisa, despacio*.
- Adverbs of place: difference between *aquí, ahí, allí, allá* etc.
- Adverbs of time: e.g. *ahora, nunca, aún (no), todavía (no), dentro de, ya, (más) tarde*
- Adverbs of doubt: e.g. *quizá/s, tal vez*.

Pronouns

- Combining direct and indirect object pronouns (enclitic and proclitic): e.g. *me lo dices, dímelo*
- Emphatic pronouns: *a mí me..., a ti te...* : revision and consolidation.
- Reflexive pronouns: revision and consolidation.
- Relative pronoun *que*: revision and consolidation.

Prepositions

- Revision and extension of prepositions and prepositional phrases (e.g. *en, con, sin, por, para, desde, a, hasta, hacia, entre*).
- Question words with prepositions: e.g. *a quién, por quién, por dónde, desde dónde, desde cuándo*.

Linking words

- Revision and extension of most frequently used linking words (e.g. *y, e, o, ni, pero, así, pues, porque, como*).

Comparison

- Use of *tan* and *tanto* with adjectives, adverbs, and verbs (e.g. «*Este coche vale tanto como el otro*»).

Spelling

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

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Course books

Textbooks:

- L. MIQUEL, N. SANS. *Rápido (libro del alumno)*. Ed. Difusión

Recommended complementary books

- 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.
- *Diccionario intermedio de lengua española*. Ed. SM:
- *Diccionario para la enseñanza de la lengua española (español para extranjeros)*. Universidad de Alcalá. Ed. Vox