

SPANISH Courses 90 hours**STUDY ABROAD PROGRAMME**
SPANISH LEVEL A1 (CEFR) PROGRAMME**GENERAL AIMS**

On completing this course, student should be able to:

- Be familiar with the Spanish alphabet letters and signs and relate them to the corresponding sounds.
- Recognise the main intonations of the Spanish language.
- Express themselves with a minimum level of correctness and a pronunciation that can be understood by a Spanish speaker.
- Understand basic information (timetables, shopping, personal information) and communicate in everyday situations.
- Take part in very simple conversations on topics of daily life: basic communicative situations (formulae for social interaction), personal relationships (talking about habits and personal tastes) and relationships with public service staff (asking for information).
- Reading and overall understanding of very simple texts which allow basic activities to be carried out.
- More precise reading and understanding of specific texts: enrolment forms, library service application forms, sports, etc.
- Read aloud texts they have written themselves.
- Narrate, simply and using simple structures, present and past events related to the present. Talk about future plans and intentions.
- Fill in simple forms, write personal notes, postcards and brief letters.
- Take notes and transcribe oral messages.
- Apply strategies to improve comprehension of oral and written messages, associate meanings, discover similarities by comparing with other languages, identify internationalisms.

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- Use Spanish as a vehicular language of communicative interaction of the reading activity (between students and the teacher).

LANGUAGE FUNCTIONS**Social function**

- Offering and receiving greetings. Asking and responding to questions. Saying goodbye.
- Saying thank you. Apologising. Making simple excuses.
- Introducing one self.

Informative function

- Identifying yourself and other people. Asking for and giving personal information (name, surname, age, profession, nationality, civil status, etc.).
- Describing people's physical appearance. Asking for and giving succinct information about people's character.
- Asking for and giving general information about places: location with respect to other places, what they are like and how to get there. Methods of transport.
- Asking for and giving basic information about objects: asking and telling who they belong to, what they are for, describing them and situating them.
- Asking for and giving the necessary information for buying something: quality, quantity, colour, size, and price.
- Asking and telling the time: the time, timetables, carrying out an action.
- Asking for and giving information about activities: what somebody is doing, what is happening at a specific time, daily routines.

SPANISH Courses 90 hours**Expressive function**

- Simple expressions of happiness and sadness.
- Expressing satisfaction or a lack of satisfaction, likes and dislikes.
- Expressing interest, admiration for something or someone. Expressing a lack of interest, indifference or rejection.

Evaluative function

- Expressing agreement or disagreement with someone or about something.
- Expressing tastes and preferences.
- Simple ways of justifying preferences.

Inductive function

- Expressing desires, wishes, intentions or proposals. Asking about a proposal for action.
- Proposing an activity. Agreeing to the terms of a meeting: place, day and time.
- Asking if something can be done, should be done or if it is better not to do it.

Meta-linguistic function

- Ask how to say something in Spanish.
- Asking and telling how to spell a word and which punctuation signs are necessary.
- Asking a telling about understanding an expression.
- Asking someone to repeat something, to talk louder or slower.
- Asking for clarification about the meaning of a word or an expression.

GRAMMATICAL CONTENT

Determinants and Quantifiers

- Definite articles (el, la, los, las) and indefinite articles (un, una, unos, unas).
- Demonstratives: este/a, ese/a, aquel/lla.
- Possessives: mi, tu, su, nuestro/a, vuestro/a, su, mis, tus, sus, nuestros/as, vuestros/as, sus.
- Cardinal and ordinal numbers.
- Grades of meaning: muy, bastante, demasiado, poco.

Nouns and adjectives

- Gender and number.

Verbs

- Present tense of the most common regular and irregular verbs (trabajar, estudiar, ser, vivir, estar, ir, venir, cerrar, abrir, costar, empezar...) and most frequent expressions of time (siempre, todos los días normalmente, a veces...).
- The verb 'haber'. Uses as an auxiliary and main verb.
- Most common regular and irregular reflexive verbs: llamarse, levantarse, ducharse, acostarse...
- Verbs with emphatic pronouns: gustar, encantar ("a mí me gusta").
- Modal verbs of obligation (tener que), desire (querer) and possibility (poder).
- Future expressions. Use of the present in future expressions (tomorrow, next week...).
- Simple past tense: most common regular and irregular verbs. hablar, ver, hacer, poner, ser...

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- Presentation of expressions using estar + gerund.

Adverbs

- Adverbs of state: bien, mal, regular...
- Adverbs of place: aquí, allí, cerca, lejos...
- Adverbs of time: ahora, después, luego...

Pronouns

- Personal stressed subject pronouns: yo, tú, él...
- Personal unstressed direct object pronouns: me, te, lo, la, nos, os, los, las.
- Personal unstressed indirect object pronouns: me, te, le, nos, os, les.
- Reflexive pronouns: me, se te, nos, os, se.
- Emphatic pronouns: a mí me, a ti te...

Interrogative pronouns

- Qué, cómo, quién, cuándo, por qué...

Prepositions

- Most common prepositions: a, en, por, para, de...
- Prepositions or prepositional expressions of place: en, entre, encima de, debajo de, dentro de....

Conjunctions

- Frequently used conjunctions: y, o, pero, porque.

Vocabulary

- Introduction and familiarisation with the most useful words for daily situations.

SPANISH Courses 90 hours
EVALUATION SYSTEM

Exam 50 %	Continuous assessment 50%
<ul style="list-style-type: none"> ○ Writing: 20% ○ Speaking: 20% ○ Use of language: 10% 	<ul style="list-style-type: none"> ○ Writing: 10% ○ Speaking: 10% ○ Reading: 10% ○ Listening: 10% ○ Progress, contribution to the class and attitude: 10%

CORRESPONDENCE OF GRADES (UAB IDIOMES BARCELONA)

Scoring	Grade
90% - 100%	Sobresaliente
75% - 89,9%	Notable
50% - 74,9%	Aprobado (Pass)
0% - 49,9%	Insuficiente

TEACHING MATERIAL
Textbook

Corpas, J. *et al.*, *Aula Internacional 1 Nueva edición*, Difusión.

Recommended complementary reading

(At the discretion of the professor)

- Estopiñá, A., & Sans, N., *Pepa Villa, taxista en Barcelona. Fantasmas en la escalera*, Difusión.

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- Miquel, L., & Sans, N., *Lola Lago detective. Vacaciones al sol*, Difusión.
- Rodríguez, E., *Un día en Barcelona*, Difusión.

Grammar resources

Gramática básica del estudiante de español, Difusión.

Cuadernos de gramática española A1, Difusión.

www.campus.difusion.com

www.vert-taal.com

www.aprenderespanol.org

SPANISH Courses 90 hours**STUDY ABROAD PROGRAMME**
SPANISH LEVEL A2 (CEFR) PROGRAMME**GENERAL AIMS**

On completing this course, student should be able to:

- Relate letters to their corresponding sounds, especially homophones (b/v, c/z) and homographs (c, g, before e/i and a/o/u).
- Recognise and pronounce the following with basic Spanish intonation of: declaration, exclamation, interrogation and hesitation.
- Express themselves with a minimum level of correctness and a pronunciation that can be understood by a Spanish speaker.
- Understand basic information (street signs, information about third parties, advertisements and instructions about basic academic tasks) and be able to communicate in everyday situations.
- Take part in simple conversations about events in daily life: habitual communicative situations (forms of social interactions), personal relations (talking about experiences, asking for and giving opinions, talking about customs and comparing) and relations with the professionals and staff of public services (asking for information, assistance, requesting a service).
- Read and gain a general and detailed understanding of simple texts that allow basic activities to be carried out.
- Reading and accurate understanding of specific texts with the aid of a dictionary: academic programmes, recipes, cinema listings, etc.
- Reading aloud texts written by themselves and by others.
- Using simple structures to narrate present, past and future events. Describe proposals and intentions.
- Fill in forms; write personal notes, postcards or informal letters.

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- Take notes and transcribe oral messages.
- Apply strategies to increase understanding of oral and written messages, deduce meaning from context, associate meanings, discover similarities by comparison with another language, and identify internationalisms.
- Use Spanish as a vehicular language of communicative interaction of the reading activity (between students and the teacher).
- Start using a bilingual dictionary.

LANGUAGE FUNCTIONS**Social function**

- Give and respond to greetings with different degrees of formality. Ask and respond to questions. Say goodbye.
- Say thank you. Apologise. Ask for and give simple excuses. Use the usual forms of courtesy (show interest in people, offer to do something, invite somebody to do something).
- Introduce themselves and other people.
- Use the usual forms of starting or ending a telephone conversation.

Informative function

- Identifying yourself and other people. Asking for and giving personal information (name, surname, age, profession, address, date of birth, nationality, civil status, family status, etc.).
- Describing someone by their physical appearance and what they are doing. Asking for and giving succinct information about people's character.
- Asking for and giving general information about places: address and location compared with others, such as (external and internal

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- characteristics) and how to get there (street directions, distance, means of transport).
- Asking for and giving basic information about objects: saying the name, asking about and saying what they are, what they are for, describing them (shape, material, volume) and situating them (where they are and where they need to be put).
 - Asking for and giving the necessary information for buying something: quality, quantity, colour, size, price.
 - Asking and telling the time: the time, timetables, carrying out an action.
 - Asking for and giving information about activities and stories: what someone is doing in the present or the past, what is happening at a given time in the past or present, daily routines in the present and the past.
 - Asking for and giving information about someone's state of health or their mood: asking and telling how you feel, where it hurts, describing symptoms.
 - Establishing comparisons between two actions, qualities or objects.

Expressive function

- Expressing happiness or sadness.
- Expressing satisfaction or a lack of satisfaction likes and dislikes enthusiasm or boredom.
- Expressing interest, admiration for something or someone. Expressing a lack of interest, indifference or rejection.
- Expressing physical pain or relief.
- Expressing fear, fright, and unease. Expressing confidence and conviction.
- Expressing surprise.

SPANISH Courses 90 hours**Evaluative function**

- Expressing agreement or disagreement with someone or about something.
- Expressing tastes and preferences.
- Valuing and comparing.
- Asking for and giving opinions.
- Justifying an opinion, valuation or statement.

Inductive function

- Asking someone to do something (asking a favour, asking for help, or to do an errand etc.). Offering or refusing to do something. Giving excuses.
- Asking and giving permission to do something.
- Expressing desires, wishes, intentions or proposals. Asking about a proposal for action.
- Making an invitation. Accepting or refusing an invitation.
- Proposing an activity. Agreeing to the terms of a meeting: place, day and time.
- Asking if something can be done, should be done or if it is better not to do it.

Meta-linguistic function

- Ask how to say something in Spanish.
- Asking and telling how to spell a word and which punctuation signs are necessary.
- Asking a telling about understanding an expression.
- Asking someone to repeat something, to talk louder or slower.
- Asking for clarification about the meaning of a word or an expression.

GRAMMATICAL CONTENT

Determinants and Quantifiers

- Contract articles: al, del.
- Male, female and neuter demonstratives.
- Possessives as adjectives: (mi, tu, su, nuestro/a, vuestro/a, su, mis, tus, sus, nuestros/as, vuestros/as, sus.) and pronouns (mío, tuyo, suyo...).
- Indefinite pronouns: algún, ningún, algo, nada, alguien, nadie.
- Cardinal and ordinal numbers.
- Grades of meaning: muy, bastante, demasiado, poco.

Nouns and adjectives

- Gender and number. Irregular singular and plural agreements.

Verbs

- Present tense of regular and irregular verbs and their use with expressions of time (siempre, todos los días normalmente, a veces...).
- Consolidating the use of 'haber' as an auxiliary with its use as a verb in its own right and in contrast to the verb 'estar'.
- Regular and irregular reflexive verbs.
- Verbs with emphatic pronouns: interesar, parecer, encantar, doler (“A mí me duele la cabeza”).
- Modal verbs of obligation (tener que), desire (querer) and possibility (poder).
- Future indicative. Most common regular and irregular reflexive verbs.
- Future expressions. Use of the present in future expressions (tomorrow, next week...).
- Simple past tense: regular and irregular forms.

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- Indefinite past tense: most common regular and irregular verbs (hablar, levantarse, llegar, ir, ser, venir...).
- Contrasting the simple past the the indefinite past tenses using the most frequent expressions of time (hoy, ayer, esta semana, la semana pasada...).
- Imperfect tense of regular and irregular verbs: introduction to the contrast between the imperfect and the past and indefinite tenses.
- Regular and irregular affirmative imperative. The use of 'Usted' in the imperative.
- Expressions with estar + gerund: in present and imperfect tenses.

Adverbs

- Adverbs of state: bien, mal, regular, fatal...
- Adverbs of place: aquí, allí, dentro, fuera, arriba, abajo...
- Adverbs of time: ahora, después, luego, ya, todavía no...
- Adverbs of comparison: más...que, menos...que, tan/ tanto...como.

Pronouns

- Personal stressed subject pronouns: yo, tú, él...
- Personal unstressed direct object pronouns: me, te, lo, la, nos, os, los, las.
- Personal unstressed indirect object pronouns: me, te, se, le, nos, os, se, le. Combinations of direct and indirect pronouns.
- Reflexive pronouns: me, se te, nos, os, se.
- Emphatic pronouns: a mí me, a ti te...
- Relative pronouns: que.

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Prepositions

- Most common prepositions: a, en, por, para, de, hacia, con, sin...
- Prepositions or prepositional expressions of place: en, entre, encima de, debajo de, dentro de...

Conjunctions

- Frequently used conjunctions: y, o, pero, porque. Conjunctions that change before a vowel: y/e, o/u.

Interrogative particles

- Qué, cómo, quién, cuándo, por qué...

Vocabulary

- Formation of words by derivation. Word families: plata/plateado.
- Superlatives and diminutives.
- Irregular comparatives: mayor, menor, mejor...

EVALUATION SYSTEM

<i>Exam 50 %</i>	<i>Continuous assessment 50%</i>
<ul style="list-style-type: none"> ○ Writing: 20% ○ Speaking: 20% ○ Use of language: 10% 	<ul style="list-style-type: none"> ○ Writing: 10% ○ Speaking: 10% ○ Reading: 10% ○ Listening: 10% ○ Progress, contribution to the class and attitude: 10%

CORRESPONDENCE OF GRADES (UAB IDIOMES BARCELONA)

Scoring	Grade
90% - 100%	Sobresaliente
75% - 89,9%	Notable
50% - 74,9%	Aprobado (Pass)
0% - 49,9%	Insuficiente

TEACHING MATERIAL**Textbook**

Corpas, J. *et al.*, *Aula Internacional 2 Nueva edición*, Difusión.

Recommended complementary reading

(At the discretion of the professor)

- *Colección Grandes personajes*, Difusión.
- *Colección Perfiles pop*, Difusión.
- *Serie Lola Lago detective*, Difusión.

Grammar resources

- *Gramática básica del estudiante de español*, Difusión.
- *Cuadernos de gramática española A2*, Difusión.
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STUDY ABROAD PROGRAMME
SPANISH LEVEL B1.1 (CEFR) PROGRAMME

GENERAL AIMS

On completing this course, student should be able to:

- Improve their level of accuracy in pronunciation and intonation in Spanish.
- Use Spanish to interact appropriately in the classroom, recognising the communication mechanisms in operation there.
- Extract specific information from brief oral messages broadcast in public places.
- Participate appropriately in everyday conversations, both face-to-face and by telephone.
- Recognise moods from the way in which speakers express themselves and react appropriately.
- Understand in general terms the information in texts about general subjects.
- Understand and extract specific information from real information documents (posters, advertisements, informative leaflets, events listings, press articles, etc.).
- Read aloud with a reasonable degree of accuracy texts written by themselves or by others.
- Narrate, orally or in writing, past, present or future events, organising the information adequately.
- Write letters, personal notes and postcards in an informal style.
- Develop basic strategies for comprehension and expression: deduce the meaning of a word from its context, relate words with common roots, etc.

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- Take notes and transcribe oral messages.
- Extend knowledge of social and cultural aspect that encourages integration of the student into their learning environment.
- Consolidate the use of the bilingual dictionary and begin to use a monolingual dictionary.

LANGUAGE FUNCTIONS**Social function**

- Use conventional forms to ask for permission and to ask for a favour.
- Say goodbye.

Informative function

- Describe and identify people or objects that could be in a group.
- Ask someone what sort of mood they are in and tell them what mood you are in.
- Request and give information about public transport (timetables, activities, location, etc.), travelling inside and out of the city (means of transport, timetables, services, distances, prices, etc.).
- Talk about projects or future intentions explaining the conditions.
- Formulate hypotheses and suppositions from real or possible events.
- Situate an event or a story in time by ordering the parts (ask and say when something happened and in what order the events took place).
- Talk about daily activities in the present and past tenses, explaining the circumstances.
- Transmit information about one person to another.

SPANISH Courses 90 hours**Expressive function**

- Express pleasure and displeasure.
- Expressing surprise.
- Express interest or indifference.
- Offer someone encouragement.
- Express doubt or certainty.
- Express annoyance or irritation.

Evaluative function

- Express tastes and preferences. Compare them with others.
- Expressing agreement or disagreement with someone or about something.
- Express and ask for opinions.
- Accept the opinion or reasoning of others.

Inductive function

- Offer to do something.
- Invite someone to do something. Accepting or refusing an invitation.
Make a date with someone.
- Demand something, order someone to do something. Express prohibition.
- Express an intention to do something and ask someone what they intend doing.
- Ask for and give advice.
- Warn someone of something.
- Ask for, give or deny permission.
- Make a complaint.

SPANISH Courses 90 hours**Meta-linguistic function**

- Take someone's word for something.
- To counter-question and ask something again.
- Enumerate and order the principles of an argument.
- Express certainty about an announcement.

GRAMMATICAL CONTENT**Determinants**

- Indefinite pronouns: revision and consolidation.
- Neuter demonstratives: use and syntax.
- Indefinite pronouns: revision and consolidation.
- Grades of meaning: revision and consolidation.

Nouns and adjectives

- Gender and number: revision and extension. Special cases: el cava, el idioma...
- use of some adjectives with the verbs “ser” and “estar”.
- Nouns derived from adjectives: leal/lealtad, etc.

Verbs

- Verbs with emphatic pronouns: apetecer, doler, molestar, indignar, preocupar...
- Future verb forms: revision and consolidation.
- Negative imperative of regular and irregular verbs. Use of “tú” and “usted” in imperative forms.
- Contrast between the simple past and the indefinite past: revision and consolidation.
- Imperfect tense of regular and irregular verbs: different uses.

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- Contrast between the three indicative past tenses (perfect, indefinite and imperfect).
- Frequently used prepositional verbs: quedarse en, llamar desde, quedar con, pasar por...
- Simple conditional of frequently used regular and irregular verbs.
- Verbal agreements in the expression of a possible or probable condition with the particle *si* ("Si tengo dinero...").
- Verbs which use pronominal constructions: caerle bien/mal a alguien, llevarse bien/mal con alguien.
- Present subjunctive of frequently used regular and irregular verbs.
- Time expressions using *cuando* + indicative/subjunctive.

Adverbs

- Adverbs of state: *así*, *de esa manera*, *en absoluto*...
- Adverbs of time: *aún* (no), *todavía* (no), *dentro de*, *ya*.
- Adverbs of doubt: *quizá/s*, *tal vez*, *a lo mejor*, *probablemente*...

Pronouns

- Combination of DO and IO pronouns (enclitic and proclitic): *dímelo/ no me lo digas*...
- Emphatic pronouns: *a mí me...*, *a ti te...*; revision and consolidation.
- Reflexive pronouns: revision and consolidation.
- *Que*: revision and consolidation.
- Interrogative pronouns: contrasting *qué/cuál*.

SPANISH Courses 90 hours
Prepositions

- Revision and extension of prepositions and prepositional elements: en, con, sin, por, para, desde, a, hasta, hacia, entre...
- Interrogative particles with prepositions: a quién, por quién, por dónde, desde dónde, desde cuándo...

Conjunctions

- Frequently used conjunctions.

EVALUATION SYSTEM

Exam 50 %	Continuous assessment 50%
<ul style="list-style-type: none"> ○ Writing: 20% ○ Speaking: 20% ○ Use of language: 10% 	<ul style="list-style-type: none"> ○ Writing: 10% ○ Speaking: 10% ○ Reading: 10% ○ Listening: 10% ○ Progress, contribution to the class and attitude: 10%

CORRESPONDENCE OF GRADES (UAB IDIOMES BARCELONA)

Scoring	Grade
90% - 100%	Sobresaliente
75% - 89,9%	Notable
50% - 74,9%	Aprobado (Pass)
0% - 49,9%	Insuficiente

TEACHING MATERIAL

Textbook

Sans, N. *et al.*, *Bitácora 3* (libro del alumno y cuaderno de ejercicios), Difusión /
Corpas, J. *et al.*, *Aula 3 Nueva edición*, Difusión.

Recommended complementary reading

(At the discretion of the professor)

- *Colección Grandes personajes*, Difusión.
- *Serie Lola Lago detective*, Difusión.
- *Serie Pepa Villa, taxista en Barcelona*, Difusión.

Grammar resources

- *Gramática básica del estudiante de español*, Difusión.
- *Cuadernos de gramática española B1*, Difusión.
- www.campus.difusion.com
- www.vert-taal.com
- www.aprenderespanol.org
- www.rae.es

STUDY ABROAD PROGRAMME
SPANISH LEVEL B1.2 (CEFR) PROGRAMME

GENERAL AIMS

To succeed at this level student must demonstrate their capacity for linguistic activity that allows them to cover the following objectives in all the basic skills with a sufficient level of communicational effectiveness:

Speaking

- Communicate with a level of confidence on both habitual and less habitual matters related to their personal interests and specialist field.
- Understand and make adequate use of forms of social interaction according to the situation: greeting people, saying goodbye, apologising, wishing someone luck, congratulating, etc. (standard and colloquial).
- Understand brief and clear public messages: announcements, signs, instructions, answering machines, most material recorded or broadcast in standard Spanish, etc. (standard).
- Hold clear conversations related to immediate daily needs (at a restaurant, at the bank, in shops, in public services, etc.) (Standard).
- Use Spain as the classroom language: understand the teacher's explanations, express doubts and make contributions (standard).
- Hold face to face or telephone conversations with known and unknown people on personal questions and understand the possible replies, ask for (if necessary) clarification, more detail or repetition of the explanation (standard and colloquial).
- Describe a range of topics of interest, presenting them as a linear sequence of events.

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- Talk with reasonable fluency about fact and events following a linear sequence of events (standard and colloquial).
- Distinguish basic meaning from longer spoken information, presentations, interviews, documentaries, etc. (standard and colloquial).
- use strategies to improve communicative capacity using resources limited to the use of Spanish (paraphrasing, asking for help, recovering information from the speaker, etc. (standard and colloquial).

Writing

- Understand texts aimed at the general public: poster, notes, warnings, information leaflets, advertisements, programmes, institutional information, administrative forms, etc. (standard).
- Fill in official forms asking for personal information (standard).
- Answer questionnaires related to professional activity, studies, personal interests: surveys, evaluative tests, forms, etc. (standard).
- Understand and write message related to daily activities: notes, postcards, personal letters, etc. (standard and colloquial).
- Write formal requests, personal curricula and official standard documents (standard).
- Understand basic press news information, opinion articles or journalistic reports (standard.)
- Read brief literary texts written in simple language: brief narrations, adapted novels, etc. (standard)
- Read specialised language texts related to professional activity, studies or personal interests: magazine articles, technical documents, etc. (standard)
- Handle consultation material necessary for the Spanish classes: Dictionaries, Grammar resources, Texts books.
- Be able to argue a case in writing with a reasonable level of coherence.

SPANISH Courses 90 hours**Speaking-writing activities**

- Take notes from brief, clear and precise oral information, spoken in a standard register.
- Take down as dictation brief oral messages (standard).
- Read aloud texts written by themselves or by others with a sufficient level of accuracy that they may be understood by a native speaker without any difficulty.
- Summarise information taken from a written text or oral message (standard).

LANGUAGE FUNCTIONS**Social function**

- Use the most usual and conventional forms of courtesy and social behaviour.

Informative function

- Describe one or others.
- Describe and comment on changes in people.
- Give information about things that they have seen, heard or read.
- Transmit information, opinions or comments from other people.
- Express hypothesis and supposition.
- Announce proposals. Make plans.

Expressive function

- Express satisfaction or a lack of satisfaction, deception, happiness and boredom.
- Express a desire.
- Expressing surprise and disconcertment.

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- Express concern.
- Express sorrow, pain or affliction.

Evaluative function

- Valuing and comparing personal qualities.
- Express interest, preferences, rejection, aversion and indifference.
- Give, justify and defend an opinion. Show agreement and disagreement with respect to the opinions of others. Defend an opinion with arguments.

Inductive function

- Ask someone to do something or stop doing something directly (orders, requests, prohibitions) or indirectly (suggestions, advice, warnings).
- Express a wish, desire or need to do something.
- Make a complaint.
- Requesting something, specifying the conditions. Requesting a service.

Meta-linguistic function

- Use of the necessary resources to maintain communication in the case of doubts or pauses.
- Rectifying and correcting.
- Emphasising part of the discourse.
- Ask for explanations about grammatical content.

GRAMMATICAL CONTENT**Determinants**

- Indefinite pronouns: mismo, otro, cualquier...
- Construction (preposition) + definite article + que: con la que, por el que.

SPANISH Courses 90 hours**Nouns and adjectives**

- Abstract nouns: most frequent endings (dulzura, egoísmo, etc.)
- Relative sentences.

Verbs

- Past perfect tense.
- Consolidation of the use of past tenses.
- Conditional tense.
- Present subjunctive of regular and irregular verbs.
- Past subjunctive tense.
- Imperfect subjunctive of frequently used regular and irregular verbs (venir, hacer, salir...).
- Consolidation of future verb forms.
- Future perfect.
- Verbs which use pronominal constructions: pasarse algo a alguien, irle bien/mal algo a alguien, poner/ ponerse...
- Phrasal verbs: acabar de, dejar de, volver a + infinitive; llevar + gerund.
- Verbs of change: hacerse, volverse, etc.
- Impersonal verb forms: with the pronoun 'se'; with the third person plural; with the third person singular.
- Consolidation of imperative forms.
- Verbal agreement in the expression of the first and second conditionals ("Si hace buen tiempo...") and improbable situations ("Si me tocara la lotería...") using 'si'.

SPANISH Courses 90 hours**Adverbs**

- Adverbs of state.
- Adverbs of time: extension.
- Adverbs of doubt: extension.

Pronouns

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

Prepositions

- Extension of prepositions and prepositional phrases.

Conjunctions

- Revision and extension of conjunctions.
- Introduction to conjunctions and conjunctive phrases of subordination.

Spelling

- Basic accent rules, according to general rules for where the words are stressed (on the last, penultimate or pre penultimate syllable) and in interrogative particles.

EVALUATION SYSTEM

<i>Exam 50 %</i>	<i>Continuous assessment 50%</i>
<ul style="list-style-type: none">○ Writing: 20%○ Speaking: 20%○ Use of language: 10%	<ul style="list-style-type: none">○ Writing: 10%○ Speaking: 10%○ Reading: 10%○ Listening: 10%○ Progress, contribution to the class and attitude: 10%

CORRESPONDENCE OF GRADES (UAB IDIOMES BARCELONA)

Scoring	Grade
90% - 100%	Sobresaliente
75% - 89,9%	Notable
50% - 74,9%	Aprobado (Pass)
0% - 49,9%	Insuficiente

TEACHING MATERIAL**Textbook**

Corpas, J. *et al.*, *Aula Internacional 3 Nueva edición*, Difusión.

Recommended complementary reading

(At the discretion of the professor)

- *Colección Grandes personajes*, Difusión.
- *Colección Novela histórica*, Difusión.
- *Serie Pepa Villa, taxista en Barcelona*, Difusión.

Grammar resources

- *Gramática básica del estudiante de español*, Difusión.
- *Cuadernos de gramática española B1*, Difusión.
- www.campus.difusion.com
- www.vert-taal.com
- www.aprenderespanol.org
- www.rae.es

SPANISH Courses 90 hours**STUDY ABROAD PROGRAMME**
SPANISH LEVEL B2.1 (CEFR) PROGRAMME**GENERAL AIMS**

On completing this course, student should be able to:

- Understand without any difficulty any conversation between native speakers on non-specialist themes, in standard register.
- Follow an oral presentation in an academic environment on subject included in their studies (lectures, conferences, presentation and contributions by colleagues in the classroom), write and summarise information from notes taken during the class.
- Understand the overall meaning and extract specific information for different types of oral and written texts.
- Recognise the basic differences in formal and colloquial registers.
- Recognise attitudes and moods in a speaker from intonation, gestures, rhythm, etc.
- Understand genuine literary texts by contemporary authors, both Spanish and Latin American, with some lack of vocabulary.
- Extract the main information from texts related to their professional, studies or any other kind of informative document.
- Take part in conversations, discussions, debates, etc. on general subject matters, adjusting the discourse to the required register, formal or informal, with an appropriate control of the Spanish language and recognising idiomatic expressions appropriate to the level.
- Speak about a subject with clarity and coherence for a brief period of time, using the appropriate resources for discourse.
- Write with correct spelling and talk with clarity and coherence about facts (past, present and future) related to their own situation.

SPANISH Courses 90 hours

- Write texts (personal letters, formal letters, etc.), adapting the model and using the appropriate register, vocabulary and style for each type of text.
- Write a report or essay about a specific subject related to their professional field or studies using appropriate vocabulary, register and style.
- Reproduce orally and in writing information, opinions and stories from other people.
- Use monolingual dictionaries and other necessary reference works to work independently in the process of learning.

LANGUAGE FUNCTIONS**Social function**

- Express gratitude.
- Show an interest in someone.
- Encourage and calm someone down.
- Apologise.
- Offer congratulations.

Informative function

- Transmit information, orders and instructions from one person to another.
- Narrate any fact or event or information transmitted by other people stating the time references (previous, simultaneousness, immediacy, etc.).
- Formulate hypotheses referring to the present, the past and the future.
- Describe people, things or processes with a degree of precision and appropriate shades of meaning (changes that have occurred to people and things).

SPANISH Courses 90 hours**Expressive function**

- Express different moods: happiness, sadness, resignation, satisfaction, anger, hope, etc.
- Reproach, complain.
- Show interest or rejection.
- Show tastes and sensations.
- Express desires.

Evaluative function

- Asking for and giving opinions: show agreement or disagreement with the opinions of others.
- Judge and value people and periods (refute valuations).
- Express conditions and request special conditions.

Inductive function

- Arguing to convince, persuade or induce someone to do something.
- Demanding, insisting on the fulfilment of something.
- Threatening.

Meta-linguistic function

- Organising a discourse: starting with a topic, enumerating, arguing a case, summarising, indicating the conclusion.
- Alluding to a subject.
- Asking for and giving explanations about points of grammar.

GRAMMATICAL CONTENT

Determinants

- Structures with the neuter article *lo* (lo que yo digo...).

Nouns and adjectives

- Using adjectives as nouns with the neutral article *lo* (lo curioso, lo malo...).

Verbs

- Contrast between all indicative past tenses.
- Present subjunctive.
- Simple past and imperfect subjunctive.
- Past perfect subjunctive.
- Simple and composite conditional tense
- Verbal agreement in the expression of an impossible condition (“Si lo hubiera sabido...”) using the particle *si*.
- Future perfect.
- Use of verbs “ser” and “estar” to express different meanings: ser listo / estar listo.
- Pronominal verbs.
- Gerund: expressing a condition.
- Verbs of change: convertirse en/a , llegar a ser, etc.
- Prepositional verbs: preocuparse por, acordarse de...
- Phrasal verbs:
 - estar a punto de + infinitive (“Está a punto de llegar”)
 - seguir + gerund (“Sigue fumando”)
 - llevar + gerund (“Llevo diez horas trabajando”)
 - llevar + participle (“Llevaban casados tres años cuando...”)

SPANISH Courses 90 hours

- Introduction to the passive voice.

Adverbs

- Adverbial conditional expressions: como, siempre que, siempre y cuando, depende de...
- Adverbial time expressions: así que, en cuanto, antes de que, hasta que, mientras, mientras tanto, de repente...
- Adverbs ending in –mente: efectivamente.

Pronouns

- Neuter pronouns: esto, eso, aquello, lo (“Eso no lo discute nadie”).

Prepositions

- Extension of the use of prepositions and prepositional sayings (por tanto, por si acaso, por cierto...).

Conjunctions

- Extension of conjunctive expression of subordination.

Spelling

- Extension.

EVALUATION SYSTEM

<i>Exam 50 %</i>	<i>Continuous assessment 50%</i>
<ul style="list-style-type: none">○ Writing: 20%○ Speaking: 20%○ Use of language: 10%	<ul style="list-style-type: none">○ Writing: 10%○ Speaking: 10%○ Reading: 10%○ Listening: 10%○ Progress, contribution to the class and attitude: 10%

SPANISH Courses 90 hours**CORRESPONDENCE OF GRADES (UAB IDIOMES BARCELONA)**

Scoring	Grade
90% - 100%	Sobresaliente
75% - 89,9%	Notable
50% - 74,9%	Aprobado (Pass)
0% - 49,9%	Insuficiente

TEACHING MATERIAL**Textbook**

Corpas, J. *et al.*, *Aula Internacional 4 B2.1 Nueva edición*, Difusión

Recommended complementary reading

(At the discretion of the professor)

- Specific for students
 - *Colección Novela histórica*, Difusión.
 - *Colección Descubre*, Difusión.
- Genuine literary texts (fiction or essays) by contemporary Spanish or Hispanic American authors.

Grammar resources

- *Las claves del nuevo DELE B2*, Difusión.
- www.campus.difusion.com
- www.vert-taal.com
- www.aprenderespanol.org
- www.rae.es
- www.fundeu.es

SPANISH Courses 90 hours**STUDY ABROAD PROGRAMME****SPANISH LEVEL B2.2 (CEFR) PROGRAMME**

The *advanced* level certificate accredits a high level of knowledge of the language, which allows a person to take part in conversations with native speakers with little or no difficulty and new grammatical errors and using acceptable pronunciation.

Students achieving this level are able to handle literary texts and documents on any subject in their field of interest, and write complex texts with very few errors. This is the equivalent to the Council of Europe definition of *Vantage Level*.

GENERAL AIMS

To succeed at this level students must demonstrate their capacity for linguistic activity that allows them to cover the following objectives in all the basic skills with a sufficient level of communicational effectiveness:

Speaking

- Use a broad knowledge of the formal aspects of language to achieve a high degree of precision and appropriateness, both in comprehension and expression.
- Understand overall meaning (capture the main ideas) and gain a deeper understanding of theatre plays, films, songs, TV programmes as well as messages or news in the media.
- Understand spoken messages face to face or without the presence of the speaker and when ambient noise, speed and pronunciation are unmodified.
- Understand the attitudes, moods and intentions of the people speaking, and the relationship between them.
- Respond immediately and appropriately in different circumstances.
- Produce more extensive texts with diverse objectives and functions, organising the ideas and information coherently and comprehensively, showing precision of expression and a command of the different registers.

SPANISH Courses 90 hours

- Show a certain command of the use and social conventions of the language and the different registers.
- Write clear, detailed descriptions and presentations on a wide range of topics including those in their specialist area, highlighting the most significant aspects to support them.
- Use a broad vocabulary, including idiomatic expressions as well as a variety of connectors and textual markers.
- Make correct use of the most usual phonemes and suprasegmental features of oral expression.
- Take part in debates and discussions on topics of general interest or news with sufficient fluency and spontaneity, showing good capacity for arguing a case.
- Use linguistic and learning strategies to reflect on and correct the main shortfalls in expression and comprehension.
- Understand and use expressions and idioms used frequently in formal and informal registers.

Writing

- Use broad knowledge of the formal aspects of language to achieve a high degree of precision and appropriateness, both in comprehension and expression.
- Understand the main ideas and extract specific information from different types of texts (informative, literary, etc.) showing an appreciation of the differences in style and rhetorical figures.
- Identify the function and typology of a text or document, as well as the intention of the author or emitter.
- Read and understand a broad range of extensive non-specialist texts.
- Produce more extensive texts with more diverse functions, organising the ideas coherently and comprehensively, showing precision of expression and a certain command of the different registers.
- Show a certain command of the use and social conventions of the language and its different registers.

SPANISH Courses 90 hours

- Make use of a broad vocabulary including idiomatic expressions as well as a variety of connectors and textual markers.
- Use the resources and materials at available with ease and efficiency to increase knowledge and resolve doubts.
- Use linguistic and learning strategies to reflect on and correct errors and shortcomings in expression and comprehension.
- Understand and use frequent expressions, idioms and saying in both formal and informal registers.

Speaking-writing activities

- Read written texts aloud with correct pronunciation.
- Take notes from long presentations (conferences, talks, classes, speeches...) in standard language.
- Write reports from spoken or written information from notes taken previously, in standard language.
- Synthesise or summarise the information from an exhibitiv text, oral or written, in standard language.

LANGUAGE FUNCTIONS

In this course the functions encountered in the five previous courses are reviewed, consolidated, looked at in more depth and enriched with nuances and more precision.

Social function

- Use the appropriate register for every communicative situation.

Informative function

- Give and ask for information on any subject: request and give confirmation of specific dates, express conformity and unconformity, etc.

SPANISH Courses 90 hours

- Talk about facts and events making precise time references.
- Explain hypothetical situations referring to the present and the past.
- Define words and concepts.

Expressive function

- Express any kind of feeling or mood.
- Express rights, obligations and prohibitions.

Evaluative function

- Express attitudes: express opinions and points of view; ask others for their opinions with cohesive and well-organised personal reasons, justification or arguments.
- Evaluate things or ideas using comparisons and expressive figures.
- Evaluate actions and their consequences.
- Talk about own abilities and the abilities of others.

Inductive function

- Explain proposals and plans of action.
- Propose projects to be carried out jointly.
- Ask for permission and give it with conditions.

Meta-linguistic function

- Structure the discourse: open and close oral and written discourse; emphasise, summarise, appropriately structure the sentence and discourse (dialogue, written text, etc.)
- Ensure and resume communication: ask for an offer to repeat, confirm or clarify things; express doubts; use strategies for ensuring efficient and fluent communication.
- Ask for and give clarification on formal and grammatical aspects of Spanish.

SPANISH Courses 90 hours

- Alluding to a subject (in a formal register).

GRAMMATICAL CONTENT

In this course the grammatical functions encountered in the five previous courses are reviewed, consolidated, looked at in more depth and enriched with nuances and more precision.

Determinants

- Structures using the neuter article *lo*.
- Reflecting on the presence/absence of the article.

Nouns and adjectives

- Substantives and adjectives: special cases (individual and collective nouns, etc.).
- Word formation: prefixes, suffixes, compounds, origins, cultism, borrowed language, etc.
- Position of the adjective.

Verbs

- Uses and contrasts of the different indicative/subjunctive tenses.
- Composite conditional.
- Special use of the conditional: future in the past.
- Comparative hypothetical structures: *como si* + subjunctive.
- Pronominal verbs (*ocurrírsele...*).
- Colloquial use of the imperfect tense.
- Constructions using the infinitive: “De saber que...”/ “De haberlo sabido...”.
- Prepositional verbs: *contribuir a*, *servir para...*
- Composite gerund.
- Impersonal verbs.

SPANISH Courses 90 hours

- Uses of the passive voice.

Adverbs

- Adverbs ending in *-mente*: discursive organisers (*indudablemente*).
- Adverbial conditional expressions: *con tal de que*, *excepto que*, *salvo que*, *en caso de que*...
- Adverbial phrases: *ojalá* + subjunctive.

Pronouns

- Consolidation of relative pronouns with or without prepositions (*con el que*...).
- Use of the neuter pronoun *lo*.
- Pronominal constructions: *venirle a la memoria*...

Prepositions

- Prepositional expressions: *a propósito de*, *con relación a*...

Conjunctions

- Consolidation of the use of conjunctions introducing subordinated clauses.

Spelling

- Use of punctuation marks.
- Rules for accents.

Standard language and its use

- Ambits and characteristics of written and spoken language.

SPANISH Courses 90 hours
Registers

- Characteristics of the registers in use in communications channels.
- Some characteristics of colloquial/formal registers.

EVALUATION SYSTEM

Exam 50 %	Continuous assessment 50%
<ul style="list-style-type: none"> ○ Writing: 20% ○ Speaking: 20% ○ Use of language: 10% 	<ul style="list-style-type: none"> ○ Writing: 10% ○ Speaking: 10% ○ Reading: 10% ○ Listening: 10% ○ Progress, contribution to the class and attitude: 10%

CORRESPONDENCE OF GRADES (UAB IDIOMES BARCELONA)

Scoring	Grade
90% - 100%	Sobresaliente
75% - 89,9%	Notable
50% - 74,9%	Aprobado (Pass)
0% - 49,9%	Insuficiente

SPANISH Courses 90 hours

TEACHING MATERIAL**Textbook**

Corpas, J. *et al.*, *Aula Internacional 5 B2.2 Nueva edición*, Difusión / Chamorro, M. D. *et al.*, *Abanico*, Difusión

Recommended complementary reading

(At the discretion of the professor)

- Specific for students
 - *Colección Novela histórica*, Difusión.
 - *Colección Descubre*, Difusión.
- Genuine literary texts (fiction or essays) by contemporary Spanish or Hispanic American authors.

Grammar resources

- *Las claves del nuevo DELE B2*, Difusión.
- www.campus.difusion.com
- www.vert-taal.com
- www.aprenderespanol.org
- www.rae.es
- www.fundeu.es

STUDY ABROAD PROGRAMME
SPANISH LEVEL C1.1 (CEFR) PROGRAMME

Levels C1.1 and C1.2 form part of the *higher* phase defined as *proficient user* by the CEFR.

GENERAL AIMS

On completing this course, student should be able to:

Speaking

- Use linguistic and non-linguistic resources that allow them to express themselves fluently and naturally.
- Understand a large part of the connotative weighting of idioms, sayings and colloquial expression even though they may need to confirm the detailed meanings.
- Use language for social ends (emotional use).
- Express opinions and use resources to take part in and maintain a conversation.
- Make clear and well-structured formal presentations in academic and professional situations.
- Tackle oral texts of all kinds within their academic, social or professional field.
- Follow an extensive discourse.
- Follow long, complex conversations between third parties with ease.
- Extract information from warnings or public discourse.

SPANISH Courses 90 hours

- Use paraphrase and other mechanisms to substitute a lack of vocabulary and structures without completely interrupting the fluency of the discourse.
- Understand sufficiently well to follow long, complex discourses.
- Be able to follow films that use a large number of colloquial expressions and slang.
- Understand and react to elements of non-verbal communication in Spanish culture.
- Follow the rhythm of a debate with ease and argue their position with formality and conviction.
- Chose an appropriate way of expressing themselves clearly without having to limit what they want to say.
- Have a wide range of resources available to ensure cohesive and coherent discourse.

Writing

- Produce written texts expressing opinions, narrative and analysis in a clear, well-structured and detailed manner showing correct use of the mechanisms of organisation, cohesion and articulation of the text.
- Understand extensive texts in detail within their area of speciality, even though they may need to re-read the more difficult sections.
- Understand all correspondence even though they may need to make occasional use of a dictionary.
- Search quickly to find relevant information in extensive texts.
- Understand short technical instructions in detail.
- Transmit information with ease and great precision using notes and summaries.
- Write clear and well-structured reports In professional and academic fields.

SPANISH Courses 90 hours

- Tackle written texts of all kinds in their academic, social or professional field.
- Express themselves without any grave errors of vocabulary.
- Write texts with consistent paragraphing and punctuation.
- Write detailed descriptions and narrations including several topics.
- Be able to give opinions and make statements with degrees of certainty/uncertainty, probability, etc.

Speaking-writing activities

- Take careful notes from an original that can be used by other people.
- Synthesise information from a formal exhibitiv oral or written texts.
- Draw up minutes or reports based on spoken information.

LANGUAGE FUNCTIONS**Informative function**

- Ask for and give information prudently, while offering alternatives, indicating that the previous information is inappropriate and expressing curiosity.
- Describe something clearly from an objective, general to specific and subjective point of view.
- Identify someone and express implied descriptive details.
- Ask explicitly for information.

Evaluative function

- Invite someone to formulate a hypothesis.
- Express certainty or evidence.
- Express possibility.
- Express knowledge of something.

SPANISH Courses 90 hours

- Ask for appraisal.
- Give opinions and present counter arguments.

Expressive function

- Express any feeling or mood.
- Ask about someone's mood.
- Express and ask about wishes and preferences.

Inductive function

- Give an order or instruction directly or indirectly.
- Ask someone a favour directly or indirectly.
- Repeat a previous order or estimate.
- Take up an order, or request with or without reservations.
- Give permission with and without objections.
- Reject a prohibition.
- Cheer someone up.

Social function

- Welcome someone.
- Express and react using the correct register.
- Introduce someone formally and informally.
- Apologise.
- Respond to an apology.
- Say goodbye.

Meta-linguistic function

- Ask and reply to questions about things in general.
- Introduce the theme of a story and react.
- Interrupt.

SPANISH Courses 90 hours

- Highlight elements.
- Rephrase what has been said.
- Quote.
- Reject a topic or some aspect of a topic.

GRAMMATICAL CONTENT**Nouns**

- Change gender as an expression of a change in size (el huerto/la huerta, el barco/la barca, etc.).

Adjectives

- of character.
- Qualifying colours. Syntagmatic compounds. Concordance (“Tengo dos camisas gris perla”).
- Absolute superlative in adjectives ending in *-ble*.

Articles

- Definite: optional before subordinate nouns when the *fact* is understood. Obligatory presence in a relative sentence (“Me alegra el que haya venido” / “El que nade bien ganará”).

Demonstratives

- Disparaging values when referring to people.

Possessives

- Preceded by the neuter article *lo* with unknown or multiple reference or lacking in importance (“Esto es lo tuyo”).

SPANISH Courses 90 hours

Quantifiers

- Relative quantifier *cuanto* with no express or invariable antecedent (“Coge cuanto quieras”).
- *Any* invariable, never before a noun.

Pronouns

- Values for *Se*: in impersonal constructions.
- Exclusive use of the relative pronouns *el/la/lo cual – los /las cuales*.
- The pronoun *sí*.
- Relatives: *quien / quienes* equivalencia con *el/la/los/las que*.

Adverbs

- Nuancing mechanisms of coordination with meanings of consecution: *consecuentemente*, etc.
- Adverbial phrases.
- Intensifiers.

Verbs

- Use of the indicative/subjunctive tenses.
- Verbs of change.
- Verb with different preposition: *tender de / tender a*.

Structures

- *Lo que... es... (+ que) + SN / inf. / (conjugated verb)* (“Lo que no soporto es comer pescado” / “Lo que me extraña es que no haya llamado”).
- ¿Cómo que (no) + previous statement?
- Conditional sentences with the connector *como*.

SPANISH Courses 90 hours
Spelling

- Rules for accents.
- Use of punctuation marks.
- Capitals / small letters.

EVALUATION SYSTEM

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<ul style="list-style-type: none"> ○ Writing: 20% ○ Speaking: 20% ○ Use of language: 10% 	<ul style="list-style-type: none"> ○ Writing: 10% ○ Speaking: 10% ○ Reading: 10% ○ Listening: 10% ○ Progress, contribution to the class and attitude: 10%

CORRESPONDENCE OF GRADES (UAB IDIOMES BARCELONA)

Scoring	Grade
90% - 100%	Sobresaliente
75% - 89,9%	Notable
50% - 74,9%	Aprobado (Pass)
0% - 49,9%	Insuficiente

TEACHING MATERIAL

Textbook

Chamorro, M. D. *et al.*, *El Ventilador*, Difusión

Recommended complementary reading

(At the discretion of the professor)

- Specific for students
 - *Colección Lecturas graduadas. Nivel superior I*, Edinumen.
- Genuine literary texts (fiction or essays) by contemporary Spanish or Hispanic American authors.

Grammar resources

- *Las claves del nuevo DELE C1*, Difusión.
- www.campus.difusion.com
- www.vert-taal.com
- www.aprenderespanol.org
- www.rae.es
- www.fundeu.es

STUDY ABROAD PROGRAMME
SPANISH LEVEL C1.2 (CEFR) PROGRAMME

Levels C1.1 and C1.2 form part of the *higher* phase defined as *proficient user* by the CEFR.

GENERAL AIMS

On completing this course, student should be able to:

Speaking

- Use linguistic and non-linguistic resources to express themselves fluently and naturally with virtually no effort.
- Carry out delicate transactions that have a certain degree of complexity which is greater than that in everyday situations.
- Develop the appropriate register in a coherent and consistent way.
- Understand the connotative weighting of idioms, sayings and colloquial expressions even though they may need to confirm the detailed meanings.
- Use the language for social ends (emotional, allusive and humoristic uses).
- Express opinions and use resources to take part in and maintain a conversation.
- Make clear and well-structured presentation on complex subjects in their professional and academic fields.
- Tackle oral texts of all kinds within their academic, social or professional field.
- Identify shades of meaning that include attitudes and opinions, both explicit and implicit.

SPANISH Courses 90 hours

- Follow an extensive discourse even where it is not clearly structured.
- Follow long, complex conversations between third parties with ease, even where the topic is not known.
- Extract information from warnings or public announcements, even where the sound is distorted.
- Use paraphrase and other mechanisms to substitute a lack of vocabulary and structures without completely interrupting the fluency of the discourse.
- Understand sufficiently well to follow long, complex discourses, even when outside their area of speciality.
- Be able to follow films that use a large number of colloquial expressions and slang.
- Follow the rhythm of a debate with ease and argue their position with formality and conviction.
- Choose the appropriate way of expressing themselves clearly without limited what they want to say.
- Place appropriate emphasis to express subtle shades of meaning.

Writing

- Produce clear, well-structured and detailed texts on complex topics demonstrating the correct use of mechanisms of organisation, cohesion and articulation of the text.
- Understand extensive texts in detail, whether they are related to their specialist area or not, even though they may have to re-read the more difficult sections.
- Understand all correspondence even though they may need to make occasional use of a dictionary.
- Search quickly to find relevant information in extensive texts.

SPANISH Courses 90 hours

- Understand extensive technical instructions in detail.
- Transmit information with ease and great precision using notes and summaries.
- Write clear and well-structured reports in their professional and academic fields about complex subjects.
- Tackle written texts of all kinds in their academic, social or professional field.
- Identify subtle nuances that include attitudes and opinions, both implicit and explicit.
- Express themselves without any serious errors of vocabulary.
- Write texts with consistent paragraphing and punctuation.
- Write detailed descriptions and narrations including several topics.
- Be able to give opinions and make statements with degrees of certainty/uncertainty, probability, etc.

Speaking-writing activities

- Take careful notes from an original that can be used by other people.
- Synthesise information from an exhibitivite written or spoken text, on complex and specific topics.
- Draw up minutes or reports based on spoken information.

LANGUAGE FUNCTIONS**Informative function**

- Describe things from an objective, general to specific and subjective point of view; from general to specific in a clear and evocative way.
- Relate something from an objective and subjective point of view.
- Ask explicitly for information.
- Confirm previous information.

SPANISH Courses 90 hours**Evaluative function**

- Invite agreement.
- Show scepticism.
- Express certainty or evidence, or the lack of them.
- Ask about knowledge of something.
- Express a lack of obligation or need.
- Give opinions and present counter arguments.

Expressive function

- Express any feeling or mood appropriately.
- Ask about someone's mood in any situation.
- Talk about frustrated plans and intentions.

Inductive function

- Pleading.
- Respond to an order or request and avoid commitment or refuse to do something, either politely or rudely.
- Threaten.
- Reproach.
- Calm someone down and console them.
- Promises and commitments.
- Refuse permission.

Social function

- Offer condolences.
- Express themselves and react with an appropriate register in formal situations.
- Propose a toast.
- Ask to be introduced.

SPANISH Courses 90 hours

- Respond to an apology.
- Make good wishes.

Meta-linguistic function

- Ask someone to tell a story and reacting.
- Indicate with interest that the storyteller continues.
- Control the attention of the speaker.
- Hand over the conversation.
- Ask someone to be quiet.
- Quote.
- Opening and closing a digression.
- Indicate that they wish to continue the conversation.

GRAMMATICAL CONTENT**Nouns**

- Change of gender to express different meanings: el frente/la frente, el editorial/la editorial, etc.
- Plural nouns: las tenazas, los tirantes, etc..
- Chang of meaning on changing the number: el celo/los celos, etc.

Adjectives

- Expressing shades of meaning in continua: infantil (...) senil, esquelético (...) obeso, etc.
- Use before exclamations with *qué*.
- Relative adjective *cuyo*. Concordance with the thing possessed and not the antecedent.

SPANISH Courses 90 hours

Demonstratives

- *Eso* + subordinate clause (“Eso que dices es una tontería”).

Possessives

- Quantifying value (equivalent to *bastante*) (“Esto tiene su importancia”).

Quantifiers

- Inclusives (*ni siquiera*) exclusives (*al menos*).

Pronouns

- Unaccentuated direct object: alternation with change of meaning (part/whole) (“Si quieres, coge” / “Si quieres, cógelos”).
- Unaccentuated indirect object: In impersonal sentences with *ser*, *resultar* + adjective (“Me fue imposible avisarte”).
- Values for *Se*: datives of interest (“Pedro se leyó el libro en una noche”).
- Exclusive use of the relative pronouns *el/la/lo cual* – *los /las cuales*.
- Relatives: relative possessive *cuyo*.

Adverbs

- Nuancing mechanisms of coordination with meanings of consecution.
- Adverbial phrases.
- Intensifiers.

Verbs

- Review of the use of subjunctive and contrasting indicative/subjunctive tenses.
- Periphrastic terminations.

SPANISH Courses 90 hours

- Review and extension of verbs with different prepositions: tender de / tender a.
- Expressions with ser / estar.

Structures

- *Lo que... es... (+ que) + SN / inf. / (conjugated verb)* (“Lo que no soporto es comer pescado” / “Lo que me extraña es que no haya llamado”).
- ¿Cómo que (no) + previous statement?

Spelling

- Rules for accents.
- Words with double spellings.

EVALUATION SYSTEM

Exam 50 %	Continuous assessment 50%
<ul style="list-style-type: none">○ Writing: 20%○ Speaking: 20%○ Use of language: 10%	<ul style="list-style-type: none">○ Writing: 10%○ Speaking: 10%○ Reading: 10%○ Listening: 10%○ Progress, contribution to the class and attitude: 10%

SPANISH Courses 90 hours

CORRESPONDENCE OF GRADES (UAB IDIOMES BARCELONA)

Scoring	Grade
90% - 100%	Sobresaliente
75% - 89,9%	Notable
50% - 74,9%	Aprobado (Pass)
0% - 49,9%	Insuficiente

TEACHING MATERIAL

Textbook

Chamorro, M. D. *et al.*, *El Ventilador*, Difusión

Recommended complementary reading

(At the discretion of the professor)

- Specific for students
 - *Colección Lecturas graduadas. Nivel superior I*, Edinumen.
- Genuine literary texts (fiction or essays) by contemporary Spanish or Hispanic American authors.

Grammar resources

- *Las claves del nuevo DELE C1*, Difusión.
- www.campus.difusion.com
- www.vert-taal.com
- www.aprenderespanol.org
- www.rae.es
- www.fundeu.es

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STUDY ABROAD PROGRAMME
SPANISH LEVEL C2 (CEFR) PROGRAMME

Level C2 forms part of the *higher* stage, which is defined as *proficient user* by the CEFR. Although level C2 has been called "Mastery" this does not imply native user ability or anything near native user level. It aims to describe the level of accuracy, correction and ease in the use of the language, which typifies that of outstanding students.

GENERAL AIMS

On completing this course, student should be able to:

Speaking

- Have available linguistic and non-linguistic resources, as well as sufficient productive knowledge to face all kinds of situation, including unexpected ones, and complication that may arise.
- Express oneself in the language with accuracy, correctness and ease and be able to transmit subtle shades of meaning.
- Produce clear, fluent and well-structured discourse, the logical structure of which is efficient and helps the listener to focus on the significant elements.
- Use different registers without problems and have good control of colloquial expressions and sayings.

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- Confidently present complex topics in an eloquent manner to an audience that is not familiar with the subject. Structure and adapt discourse with flexibility to satisfy the needs of the listeners. Successfully face difficult and even hostile questions.
- Know how to deal with the difficulties of communication in particularly delicate situations with such ability and discretion that the other person barely notices.
- Plan what needs to be said and the means to say it in complex situations and consider the effect that this may have on the listener.
- Be able to mediate efficiently among Spanish speakers and take into account their socio-cultural and sociolinguistic differences.
- Substitute one word that cannot be recalled for another with another similar one in such a way that it can barely be noticed.
- Converse comfortably and adequately in all kinds of situation.
- Be able to formulate thoughts with precision, place emphasis and deal with ambiguity.
- Be able to understand easily any kind of speech including that at the speed of native speakers, both in direct conversations and indirect discourses.
- Understand conference and other specialist presentations that contain a high degree of colloquialism, regionalism or unusual terminology.
- Extract specific information from complex, low quality public declarations with distorted sound quality; for example: at the airport, at the basketball court, etc.
- Transmit the content of texts without difficulty through the handling and combination of different sources and reconstruct arguments and stories in a coherent presentation of the general result.
- Understand complex technical information given orally, such as game rules, bureaucratic language, etc.

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- Assimilate any recorded and broadcast material - including specific uses that are not usual - and identify all points of view and all the attitudes of the speaker as well as the essential content of the information.
- Understand films using slang or colloquial language and idiomatic expressions of all kinds.
- Understand any speaker including native speakers, even when they are talking about abstract and complex subjects outside their specialist field.

Writing

- Interpret idiosyncratic conventions of Hispanic culture and the traits of the type they belong to.
- Write complex texts with clarity and fluency in a n appropriate, efficient style with a logical structure.
- Adopt a critical attitude in interpreting texts, recurring to ones own system of references and one own skills.
- Write complete, attractive stories and descriptions of experiences with clarity and fluency, and in a style that is appropriate to the literary genre chosen.
- Transfer information without risk of loss of details, reconstruct or repair badly constructed texts and correct omissions, losses, etc.
- Write complex reports, papers and articles with clarity and fluency. Write texts that present an argument or a critical appreciation of literary works or research projects.
- Know how to give texts an appropriate structure and adequate logic to help readers to find the main ideas.
- Overcome difficulties of written expression with such discretion that the reader barely notices.
- Interpret text messages and identify the main ideas, secondary ideas and the details, as well as the relationships established between all elements.

SPANISH Courses 90 hours

- Understand and interpret in a critical manner any type of written text, including abstract or complicated texts, or literary and non-literary texts with many colloquialisms.
- Understand any type of correspondence without the use of a dictionary
- Interpret in details any series of extensive and complex texts found in social, professional or academic life, and identify the most subtle details and opinions, both implicit and explicit, they contain.
- Know how to write any kind of academic text correctly and with a logical structure.
- Create coherent and cohesive texts making complete and appropriate use of a variety of organisational criteria and a broad range of devices for cohesion.

Speaking-writing activities

- Be aware in public presentations of the consequences and allusions of what it said and be able to take notes of all of them as well as the speaker's exact words.
- Have sufficient ability to use the contextual, grammatical and lexical clues to infer attitude, state of mind and intentions and to forecast what will happen to be able to transform oral information into written text.
- Transfer spoken discourse to written discourse with absolute precision with all shades of meaning, and be able to use a wide range of modification procedures.
- Be able to overcome conversation difficulties (spoken-written activities) with such discretion that the reader barely notices.
- Take advantage of a broad and reliable command of a complete repertoire of linguistic elements to formulate (speaking-writing) thoughts with precision, place emphasis, differentiate and eliminate ambiguity.

SPANISH Courses 90 hours

- Have a good command of a broad range of vocabulary, which includes idiomatic and colloquial expressions. be able to appreciate levels of connotative meaning.
- Maintain constant control of grammar in a full linguistic repertoire, even when attention is focussed on other activities: for example, planning what comes next, planning other people's reactions, etc.

LANGUAGE FUNCTIONS**Informative function**

- Demand explanations using a recriminatory tone (“A Santo de queue esters aqua a esters horns”).
- Give information in reply to a negative statement (“Me parece que no me quiere. / - ¡Como no te va a querer si está loco por ti!”).
- Ask for confirmation in a roundabout way (“¿Me equivoco al pensar que...?”).
- Ask for information by questioning information received previously (“¿No creerás que...?”).

Evaluative function

- Ask for appraisal (“¿Cuento con / Das tu beneplácito / visto bueno...?”).
- Express approval and apply the principle of authority (“Cuenta con... / Le doy mi beneplácito / visto bueno”).
- Express disapproval and apply the principle of authority (“No estoy dispuesto a tolerar / a consentir...”).
- Express complete agreement (“Así se habla” / “Bien dicho”).
- Present an appropriate counterargument for any contextual register (“No discuto que..., sin embargo / ahora bien...”).

SPANISH Courses 90 hours

- Express a lack of memory through colloquialisms (“Se me ha ido el santo al cielo”).

Expressive function

- Express aversion (“Me da grima / dentera”; “Me repatea...”).
- Express any kind of feelings with the desired shade of meaning or emphasis (“Siento un escaso aprecio hacia su persona”).

Inductive function

- Influence the speaker in a clear and simple manner (“Coges, le quitas la piel, lo cortas en trocitos y te lo comes”).
- Ask a favour, or for objects and help directly, politely or in a veiled manner (“Échame un cable”).
- Cheer someone up, calm them down or console them with the desired degree of involvement (“Peor sería / hubiera sido peor...”).
- Promise and commit oneself in a convincing manner to gain the trust of the other person (“Tiene nuestro más firme compromiso (de que...)”).

Social function

- Greet someone formally according to the appropriate social conventions (“Ilmos. Sres.”).
- Respond to a greeting with the aim of not stopping to strike up a conversation (“Ya hablaremos, voy con prisa”).
- Welcome someone in an appropriate register in complex situations (“Nos sentimos muy honrados de tenerlo entre nosotros estos días”).
- Respond to an apology in a formal register and in writing (“Disculpamos el retraso de la entrega del pedido, pero les rogamos que en el futuro...”).

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Meta-linguistic function

- Ask about the general state of things and respond, indicating what is not going well (“Te mentiría si no te dijera...”).
- Introduce the subject of a story or account and react by impeding the story from being started (“Siento dejarte con la palabra en la boca, pero...(es que)...”).
- Reject a topic or part of a topic and emphasise its lack of relevance and appropriateness (“Ese tema, mejor ni tocarlo, ¿no te parece?”).
- Reject closure of a topic by the introduction of a new topic in a formal register (“Espere, hay algo que... / hay una cuestión que se me olvidaba...”).

GRAMMATICAL CONTENT**Concepts of grammatical terminology**Affixes and derivation

- Of negation (*a-* / *an-*, etc.): apolítico.
- Of place (*ante-*, etc.): antesala.
- Of time (*post-*, etc.): postmodernismo.
- Of quantity and size (*mono-*, etc.): monoparental.
- Of intensification (*archi-*, etc.): archifamoso.

Sentence order

- Optional collocation of an element quantified by *más* / *menos* before the verb in superlative syntagma containing a relative sentence (“El que más aplausos obtuvo” / “El que obtuvo más aplausos”).
- Dislocation of syntagmas starting with *bonito*, *vaya*, *menudo* and other exclamatory devices (“En bonito lío me has metido”).

Coordination and juxtaposition

Conjunctions

- Copulatives (y, e, ni que, etc.).
- Disjunctive (o, ora, etc.)
- Distributive (bien... bien, ya... ya, etc.)
- Adversative (no obstante, etc.).

Indicative mode/subjunctive mode: special cases

Subordinate clauses inclined according to Direct Object

- With verbs that alternate indicative and subjunctive with a change of meaning (“No vio que estuvieras tan agobiada” / “No vio que había una farola y se estrelló” / “Él entiende que esta es la mejor manera de solucionar el problema” / “Él entiende que reacciones así”).

Subordinated relative adjectival clauses

- With unspecific relative clauses in indicative and subjunctive. (“Dondequiera que voy / vaya siempre encuentro amigos”).
- As a predicative particle (“La vi que se ponía mala”).
- Relative particles juxtaposed with previous relative pronouns (“Hablamos de la crisis. Asunto que no nos afecta”).
- Emphatic relative clauses. Exclamations and non-exclamations (“A saber el dinero que habrá ganado por eso” / “¿A saber cuánto dinero habrá pagado por eso?”).

Subordinate adverbial sentences

- Of delimitation introduced by *desde que* / *hasta que* with the imperfect subjunctive, literary, stylistic or journalistic register (“Es el primer

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- comunicado desde que se produjeran los incidentos” / “No abrió la carta hasta que llegara él”).
- Of temporality in restrictive cases (“Es cuando yo te falte al respeto cuando tú me podrás hablar así”).
 - Of place introduced by *donde* followed by a noun. With no express antecedent (“Estoy donde la cervecería”).
 - Introduced by *como que* plus indicative. As an action through comparison with a hypothetical action: conditional nuance (“Hace como que no tiene idea”).
 - Of cause, intensive, with consecutive nuances, introduced by *de* plus emphatic structure (“No se le veía el cuerpo de tantos paquetes que llevaba”).
 - Of finality with *para que* plus subjunctive, to express unconformity with the result (“Me he vestido de gala para que no me hiciera caso”). Of finality with *a* plus infinitive (“Temas a tartar”).
 - Of conditions with simple future and past subjunctive in specific language (legal administrative jargon) (“Si hubiere / hubiere habido una disposición contraria...”). Condition with *de* plus simple or composite infinitive (“De haberlo imaginado, no te lo habría dicho”). Of condition with imperative plus *y / que* to express a threat (“Atrévete a hacerlo y verás”).
 - Consecutive type introduced by *con que* in an informal register and equivalent to *así es que* (“No tengo tiempo para tonterías, con que sal de aquí”). Consecutive exclamation with *como que* as an intensifier to what was said previously (“¡Como que no quería ni enseñármelo!”). Consecutives with other links and connectors (*de tal suerte que, tal que, así...que, una de...que, cada...que*, etc) (“Actuó de tal suerte que todos nos sentimos ofendidos”. “Era de un educado tal que saludaba a todo el mundo”. “Así fue su comportamiento que todos los invitados se marcharon”. “Tenía una de dolores que no podía levantarse de la cama”. “Tiene cada salida que...”).

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- Of comparison introduced by *tan...como* to compare different qualities for different subjects (“Es tan sincero como yo tonto”). Of comparison introduced by *como* followed by a correlative expression in a literary register (“Como el avaro del cuento, así tú cuentas cada día tu dinero”). Of comparison with a consecutive value introduced by *cuanto más / menos*, with a sense of progression (“Hará menos cuanto más le pidas”).
- Of concession with correlative formula. (“Que lllore o que grite me importa poco”).

Complex uses of prepositions (verbs regulating preposition)

- “Después de haber deambulado por” / “Se alzaba ante él”, etc.

The absolute particle

- “Una vez abierta la impresora...”

Indirect style

- Specific verbs (argüir, balbucear, gemir, clamar, etc.) Quotations. Free indirect style.

Ser y estar

- Special uses: changing of meaning of adjectives. The adjective and its position (“Es un pobre hombre / Es un hombre pobre”).

Punctuation marks in formal and academic texts**Rules for accents**

- Diacritic tilde: Adversative/adverbial conjunction: *más*.
- Double accentuation: *adecua* / *adecúa*.

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Connectors in the sentence (coherence of academic discourse)

- Elements of discourse and vocabulary (semantic fields, specific academic language, etc.).
- Formulae for transition.
- Thematic progression of texts.
- Textual coherence in academic language.

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