



Universitat Autònoma  
de Barcelona

## 90 HOURS PROGRAMME LEVEL C1.1

### GENERAL AIMS

On completing this course, students 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.
- 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.
- 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 exhibit or oral or written texts.
- Draw up minutes or reports based on spoken information.

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

### GRAMMATICAL CONTENT

#### 1. Nouns:

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

#### 2. Adjectives:

- of character.
- Qualifying colours. Syntagmatic compounds. Concordance. e.g.: Tengo dos camisetas grises perla.
- Absolute superlative in adjectives ending in *-ble*.

#### 3. Articles:

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

#### 4. Demonstratives:

- Disparaging values when referring to people.

#### 5. Possessives:

- Preceded by the neuter article *lo* with unknown or multiple reference or lacking in importance. e.g. Esto es lo tuyo.

#### 6. Quantifiers:

- Relative quantifier *cuanto* with no express or invariable antecedent. e.g. Coge cuanto quieras.
- *Any* invariable, never before a noun.

#### 7. 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*.

#### 8. Adverbs:

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

#### 9. Verbs:

- Use of the indicative/subjunctive tenses.
- Verbs of change.
- Verb with different preposition. e.g. Tender de / tender a

#### 10. Structures:

- *Lo que... es... (+ que) + SN / inf. / (conjugated verb)*. e.g. *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*.

#### 11. Spelling:

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

### GRADING SYSTEM

Our grading system takes into consideration the student's progression through the course: continuous assessment (30%) - and if the student achieves the course objectives or not - final exam (70%).

#### • Continuous Assessment:

- ✓ **Class work.**
- ✓ **Assignments.**
- ✓ **Tests.** During the course some of the exercises will be rated: Reading comprehension, listening comprehension and written expression.

Students will be tested twice during the course: prior to the mid-term and during the second part of the course. These tests will be conducted as class exercises and not as partial exams, that is with no prior notification.

#### ✓ **Professor's Evaluation**

Evaluation of the learning progression, participation in class and attendance.

**By the middle of the course, there will be a mid-term report with information from the first part of the course. These reports will be delivered to students and will be discussed individually in personal tutorials that will take place during class hours.**

#### • Exam and Certification

The final exam consists of 5 sections. Students must complete at least 50% of each in order to pass.

Writing	15 points
Speaking	15 points
Reading Comprehension	15 points
Listening Comprehension	15 points
Grammar and Vocabulary	10 points
Total	70 points

The result in the exam (70 points) combined with the continuous assessment (30 points) result in the following grading:

<b>Grading</b>	
<b>Fail</b>	<b>0 – 6,49</b>
<b>Pass</b>	<b>6,50 – 7,49</b>
<b>Good</b>	<b>7,50 – 8,99</b>
<b>Excellent*</b>	<b>9,00 – 10,00</b>

*\*Excellent is reserved to exceptional cases.*

**Those students who achieve 6.50 or more will get the corresponding certificate of the level.**

## **TEACHING MATERIAL**

### **Texts books**

M<sup>a</sup> Dolores Chamorro, *El ventilador*, Editorial Difusión.

### **Grammar resources**

### **Dictionaries**