



Universitat Autònoma  
de Barcelona

## 90 HOURS PROGRAMME LEVEL C1.2

### GENERAL AIMS

On completing this course, students 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.
- 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.
- 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 exhibitively written or spoken text, on complex and specific topics.
- Draw up minutes or reports based on spoken information.

## **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.

### **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.
- Respond to an apology.
- Make good wishes.

### **Meta-linguistic function**

- Ask someone to tell a story and reacting.
- Indicate with interest that the storyteller continue.
- 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**

### **1. Nouns:**

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

### **2. 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.

### **3. Demonstratives:**

- *Eso* + subordinate clause. e.g. *Eso que dices es una tontería*.

### **4. Possessives:**

- Quantifying value (equivalent to *bastante*). e.g. *Esto tiene su importancia*.

Quantifiers:

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

5. Pronouns:

- Unaccentuated direct object: alternation with change of meaning (part/whole). e.g. Si quieres, coge. / Si quieres, cógelos.
- Unaccentuated indirect object: In impersonal sentences with *ser*, *resultar* + adjective. e.g. Me fue imposible avisarte.
- Values for *Se*:
  - Datives of interest. e.g. 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*.

7. Adverbs:

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

8. Verbs:

- Review of the use of subjunctive and contrasting indicative/subjunctive tenses.
- Periphrastic terminations.
- Review and extension of verbs with different prepositions. e.g. Tender de / tender a.
- Expressions with *ser* / *estar*.

9. 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?

10. Spelling:

- Rules for accents.
- Words with double spellings.

## 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:

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

*\*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**

L. Coronado, J. García González, A. R. Zarzalejos, *A Fondo 2* . Editorial SGEL.  
E. López , M Rodríguez, M.Tololevsky, *Procesos y recursos*, Ed. Edinumen.

**Grammar resources**

**Dictionaries**