

## **90 HOURS SPANISH LANGUAGE PROGRAMME LEVEL B1.2**

### **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.
- 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.

### **Speaking-writing activities**

- Takes 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 oneself 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.
- 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.

### 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: pasársele 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'.

### 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 prepenultimate syllable) and in interrogative particles.

## 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	
<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

### Textbook

To be decided.

### Recommended complementary reading

To be decided.

### Grammar resources

- A. GONZÁLEZ, J. R. CUENOT, M. SÁNCHEZ ALFARO, *Gramática de español lengua extranjera*, Ed.
  - F. Castro, *Uso de la gramática española (nivel elemental)*, Edelsa.
  - Rosario Alonso et. al., *Gramática básica del español*, Difusión.
  - R. Sarmiento, *Gramática progresiva*, SGEL.
  - F. Castro et al., *Castro, Aprende gramática y vocabulario 2*, SGEL.
  - M. Cortés y M. Fontecha, *Gramática y recursos comunicativos 2 (B1)*, Santillana.

### Dictionaries

- *Diccionario de español para extranjeros*, Ediciones SM.
- *Diccionario para la enseñanza de la lengua española (español para extranjeros)*, Universidad de Alcalá – Editorial Vox.
- *Diccionario abreviado de uso del español actual*, SGEL.