

Study Abroad Programme

Spanish Level C1 (CEFR) Programme (Superior)

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.
- 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.

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.
- 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

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 camisetas gris perlall).

- Absolute superlative in adjectives ending in –ble.

Articles

- Definite: optional before subordinate nouns when the factis 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 lowith unknown or multiple reference or lacking in importance (“Esto es lo tuyo”).

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 pescadoll / —Lo que me extraña es que no haya llamado”).
- ¿Cómo que (no) + previous statement?
- Conditional sentences with the connector *como*.

Spelling

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

EVALUATION SYSTEM

Exam 50 %	Continuous assessment 50%
Writing: 20%	Writing: 10%
Speaking: 20%	Speaking: 10%
Use of language: 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