

Study Abroad Programme

Spanish Level A2 (CEFR) Programme (Elementary)

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.
- 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 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

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.
- 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.

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...

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

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

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.
- www.campus.difusion.com
- www.vert-taal.com
- www.aprenderespanol.org