

## **Study Abroad Programme Spanish Level B1.1 (CEFR) Programme (Low Intermediate)**

### **GENERAL AIMS**

On completing this course, student should be able to:

- Improve their level of accuracy in pronunciation and intonation in Spanish.
- Use Spanish to interact appropriately in the classroom, recognising the communication mechanisms in operation there.
- Extract specific information from brief oral messages broadcast in public places.
- Participate appropriately in everyday conversations, both face-to-face and by telephone.
- Recognise moods from the way in which speakers express themselves and react appropriately.
- Understand in general terms the information in texts about general subjects.
- Understand and extract specific information from real information documents (posters, advertisements, informative leaflets, events listings, press articles, etc.).
- Read aloud with a reasonable degree of accuracy texts written by themselves or by others.
- Narrate, orally or in writing, past, present or future events, organising the information adequately.
- Write letters, personal notes and postcards in an informal style.
- Develop basic strategies for comprehension and expression: deduce the meaning of a word from its context, relate words with common roots, etc.
- Take notes and transcribe oral messages.
- Extend knowledge of social and cultural aspect that encourages integration of the student into their learning environment.
- Consolidate the use of the bilingual dictionary and begin to use a monolingual dictionary.

### **LANGUAGE FUNCTIONS**

#### **Social function**

- Use conventional forms to ask for permission and to ask for a favour.
- Say goodbye.

#### **Informative function**

- Describe and identify people or objects that could be in a group.
- Ask someone what sort of mood they are in and tell them what mood you are in.

- Request and give information about public transport (timetables, activities, location, etc.), travelling inside and out of the city (means of transport, timetables, services, distances, prices, etc.).
- Talk about projects or future intentions explaining the conditions.
- Formulate hypotheses and suppositions from real or possible events.
- Situate an event or a story in time by ordering the parts (ask and say when something happened and in what order the events took place).
- Talk about daily activities in the present and past tenses, explaining the circumstances.
- Transmit information about one person to another.

### **Expressive function**

- Express pleasure and displeasure. Expressing surprise.
- Express interest or indifference.
- Offer someone encouragement.
- Express doubt or certainty.
- Express annoyance or irritation. Evaluative function
- Express tastes and preferences. Compare them with others.
- Expressing agreement or disagreement with someone or about something.
- Express and ask for opinions.
- Accept the opinion or reasoning of others.

### **Inductive function**

- Offer to do something.
- Invite someone to do something. Accepting or refusing an invitation. Make a date with someone.
- Demand something, order someone to do something. Express prohibition.
- Express an intention to do something and ask someone what they intend doing.
- Ask for and give advice.
- Warn someone of something.
- Ask for, give or deny permission.
- Make a complaint.

### **Meta-linguistic function**

- Take someone's word for something.
- To counter-question and ask something again.
- Enumerate and order the principles of an argument.
- Express certainty about an announcement

## GRAMMATICAL CONTENT

### Determinants

- Indefinite pronouns: revision and consolidation.
- Neuter demonstratives: use and syntax.
- Indefinite pronouns: revision and consolidation.
- Grades of meaning: revision and consolidation.

### Nouns and adjectives

- Gender and number: revision and extension. Special cases: el cava, el idioma...
- use of some adjectives with the verbs "ser" and "estar".
- Nouns derived from adjectives: leal/lealtad, etc.

### Verbs

- Verbs with emphatic pronouns: apetecer, doler, molestar, indignar, preocupar...
- Future verb forms: revision and consolidation.
- Negative imperative of regular and irregular verbs. Use of "tú" and "usted" in imperative forms.
- Contrast between the simple past and the indefinite past: revision and consolidation.
- Imperfect tense of regular and irregular verbs: different uses.
- Contrast between the three indicative past tenses (perfect, indefinite and imperfect).
- Frequently used prepositional verbs: quedarse en, llamar desde, quedar con, pasar por...
- Simple conditional of frequently used regular and irregular verbs.
- Verbal agreements in the expression of a possible or probable condition with the particle si ("Si tengo dinero...").
- Verbs which use pronominal constructions: caerle bien/mal a alguien, llevarse bien/mal con alguien.
- Present subjunctive of frequently used regular and irregular verbs.
- Time expressions using cuando + indicative/subjunctive.

### Adverbs

- Adverbs of state: así, de esa manera, en absoluto...
- Adverbs of time: aún (no), todavía (no), dentro de, ya.
- Adverbs of doubt: quizá/s, tal vez, a lo mejor, probablemente...

**Pronouns**

- Combination of DO and IO pronouns (enclitic and proclitic): dímelo/ no me lo digas...
- Emphatic pronouns: a mí me..., a ti te...; revision and consolidation.
- Reflexive pronouns: revision and consolidation.
- Que: revision and consolidation.
- Interrogative pronouns: contrasting qué/cuál.

**Prepositions**

- Revision and extension of prepositions and prepositional elements: en, con, sin, por, para, desde, a, hasta, hacia, entre...
- Interrogative particles with prepositions: a quién, por quién, por dónde, desde dónde, desde cuándo...

**Conjunctions**

- Frequently used conjunctions.

**EVALUATION SYSTEM**

<b>Exam 50 %</b>	<b>Continuous assessment 50%</b>
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)**

<b>Scoring</b>	<b>Grade</b>
90% - 100%	Sobresaliente
75% - 89,9%	Notable
50% - 74,9%	Aprobado (Pass)
0% - 49,9%	Insuficiente

## TEACHING MATERIAL

### **Textbook**

Sans, N. et al., *Bitàcora 3*(libro del alumno y cuaderno de ejercicios), Difusión / Corpas, J. et al., *Aula 3 Nueva edición*, Difusión.

### **Recommended complementary Reading**

(At the discretion of the professor)

- *Colección Grandes personajes*, Difusión.
- *Serie Lola Lago detective*, Difusión.
- *Serie Pepa Villa, taxista en Barcelona*, Difusión.

### **Grammar resources**

- Gramàtica bàsica del estudiant de espanyol, Difusi3n.
- Cuadernos de gramàtica espanyola B1, Difusi3n.
- [www.campus.difusion.com](http://www.campus.difusion.com)
- [www.vert-taal.com](http://www.vert-taal.com)
- [www.aprenderespanol.org](http://www.aprenderespanol.org)
- [www.rae.es](http://www.rae.es)