Spanish A2
Español A2 Waystage level in the Common European Framework of Reference

Centre: Barcelona
Programme: Business, Design & Innovation
Course Code: 10
Term: 1 and 2 (Fall and Spring)
ECTS credits: 6
Duration: 45 hours (3 hours/week)
Language of instruction: Spanish

Description
The aim of the course is to consolidate level A1 knowledge and advancing towards A2. By the end of the course students will be able to:
- understand frequently-used expressions about relevant personal experiences (basic personal and family information, shopping, places of interest, activities, etc.).
- understand basic information (street signs, information about third parties, advertisements and instructions about basic academic tasks).
- communicate when carrying out simple, everyday tasks that only require simple exchange of information about familiar topics.
- take part in simple social interactions, talking about experiences, asking for and giving opinions.
- talk about their past and context, and issues related to their basic needs.
- express themselves with acceptable correction and pronunciation, making themselves intelligible to a Spanish speaker use simple structures to narrate past, present and future events, make proposals and describe intentions.

Prerequisites
Level A1 (Spanish)

Functional syllabus
Giving directions to places; approaching and addressing someone; speaking about plans; making, accepting and rejecting proposals; expressing admiration; placing adverts and replying to them; making accommodation inquiries by phone; describing houses; asking someone to do something and responding to requests; giving and receiving instructions; asking for, giving and refusing permission; stating sequences of actions; speaking about the recent past; writing about experiences; expressing views about customs in other countries; talking about ability; saying that you know something; writing a travelogue; talking about eating habits; describing a dish; talking
about childhood; giving recommendations for a healthy diet; describing an action in progress; describing people, places and situations in the past; discussing changes between the past and now; writing a personal profile; telling stories.

Grammar

Verbs and prepositions of movement “ir a”, “venir de”, “ir en”, “cambiar en”, etc.; “muy”, “mucho” and “muchos”; direct and indirect object pronouns and combinations; expressions of similarity; connectors “so”, “however”, “but”, “instead”, “or”, “in addition”, “also”, “finally”, etc.; “acabar de”; affirmative imperatives of regular and irregular verbs; pronoun position with imperatives; expressions of frequency “todos los días”, “a veces”, “algunos días”, etc.; sequencing expressions “primero”, “luego”, “después”, etc.; duplication of the direct object; the present perfect verb tense with regular and irregular participles; “qué” and “cuál”; “ser” and “estar”; indefinite pronouns; negative imperatives; the preterite tense of regular and irregular verbs; past time expressions “ayer”, “anoche”, “el viernes”, “el año pasado”; impersonal “se”; “conocer un lugar, conocer a una persona”; suffixes “-dad”, “-ión”, etc. and terminations of gender; subjunctives and wishing expressions; further gerunds; the imperfect tense of regular and irregular verbs; superlatives with “-ísimo”; antonyms; prepositions “para”, “en”, “con”, “sin”, “a”, “de”, “desde”, “hasta”, “por”; “estar” with gerunds; comparison between imperfect and preterite tenses; expressions of duration with “desde”, “hasta”, “desde que”, etc.; the historic present; deictic, pronoun and synonym cohesive devices.

Cultural aspects

Typical activity times and daily routines in Spain, as reported in journalism. Comparison with other countries. Reading fiction and learning about eating habits. Association of words and food; reading and writing poems. Reflecting on gender equality in the workplace in Spain on the basis of an informative text, a diagram and a graph. Comparison with other countries. Reflection on cultural differences in professional relations and intercultural misunderstandings, on the basis of an opinion article. Listening to descriptions of three towns and identifying them in photographs. Poetry. Important dates in Spanish history. A timeline of other countries or subjects. Reading an article about young people and access to housing. Comparison with the situation in other countries.

Methodology

At UVic-UCC we follow a communicative task-based approach to language teaching. Our aim is to help students learn to communicate in Spanish in a variety of contexts. Students will carry out tasks to handle personal and professional situations successfully.

We focus on all four skills - speaking, listening, reading and writing – right from the start.

The course consists of 15 ninety-minute sessions backed up by self-study and homework to test and consolidate study objectives.

Students can take an Instituto Cervantes exam at UVic-UCC in order to obtain the Diploma A2 accreditation of ability to understand everyday expressions in relevant fields of interest, such as basic information about themselves and their families, shopping, places of interest, jobs, etc.
Required work and assessment methods

We take into consideration student progress throughout the course. Your final grade is based on continuous assessment (40%) - attendance and active participation in class - and attainment of course objectives, as demonstrated in the final exam (60%).

The final exam consists of 5 sections. Students need to score 50% or more in each section in order to pass.

- Writing: 10 points
- Reading comprehension: 10 points
- Listening comprehension: 15 points
- Grammar and vocabulary: 10 points
- Speaking: 15 points
- Total: 60 points

Bibliography