

## LEVEL C1.1

### Objectives

At the end of the course the student should be able to:

11. To understand and produce constructions related to personal experiences, events and needs of daily life. Social formulas in formal and informal contexts.
12. Understand and produce texts which describe, expose and narrate themes related to personal experiences, facts and events in daily life, within the realm of orality. To argue and counterargue giving the appropriate emphasis to the important aspects and relying on the adequate details.
13. Refer discursive acts.
14. Understand and produce descriptive texts with clear and detailed facts about real or imaginary experiences stressing the existing relation between ideas and following the established norms of the selected literary genre. To write texts synthesizing and judging information and arguments from different sources. To understand and write personal and formal correspondence
15. Understand in a global way, texts of a literary nature with different degrees of difficulty. To understand and interpret opinions transmitted through different media.



### Functional contents

#### 1. Specifications related to the context of asking for and offering information

#### 2. To narrate

- 2.1. To narrate following the prototypical process
- 2.2. Insert dialogical sequences of indirect style in the past (indicative and subjunctive)
- 2.3. To insert descriptive sequences of people, objects, places and circumstances. Objective and subjective point of view: aspectualization
- 2.4. Insert exposing sequences in formal texts

#### 3. To express opinions and attitudes I

- 3.1. To ask for and to express opinions
- 3.2. To express agreement and disagreement with firmness or attenuation.
- 3.3. To show scepticism
- 3.4. To present a counterargument mentioning the source if required

#### 4. To ask for and express judgements

#### 5. Affirmation and negation of certainty and evidence. Formal register

## **6. To express likings, preferences and interests II**

- 6.1. To ask about and express likings and interests
- 6.2. To ask about and express preferences
- 6.3. To express indifference
- 6.4. To express aversion

## **7. Influence on others I**

- 7.1. To ask for and deny help, permission, a favour in a gentle way or a covered manner. To beg
- 7.2. To accept and reject requests
- 7.3. To urge, to calm down, to console, to warn and reproach, etc...
- 7.4. To propose and suggest
- 7.5. To promise and to commit

## **8. Social uses of language under informal and formal circumstances. Written texts**

- 8.1. To greet and bid farewell. To send and convey greetings and regards
- 8.2. To introduce and to react to an introduction
- 8.3. To apologize and how to react to an apology
- 8.4. To be grateful
- 8.5. To express oneself in other social situations
- 8.6. To express courteous wishes: congratulations, a toast, etc.



## **9. Spelling I**

- 9.1. Spelling of letters and words
- 9.2. Accentuation: general accentuation Rule. Diphthongs, triphthongs and hiatuses in verbal forms. Diacritical accent
- 9.3. Punctuation

## **Grammar contents**

### **1. The nominal syntagm I**

- 1.1. Internal concordance of the Nominal Syntagm (SN)
- 1.2. Concordance of the NS with the verb
- 1.3. Nominal Syntagm with elliptic nucleus: specifications
- 1.4. Cases of unusual interpretation or double interpretation

### **2. The personal pronoun**

- 2.1. Cases of presence and absence
- 2.2. Direct object complement pronoun: cases of presence/absence.
- 2.3. Position
- 2.3. Indirect object complement pronoun: cases of presence/absence. "laísmo"
- 2.4. Values of SE: restrictions in impersonal and passive reflexives

### **3. The demonstrative**

- 3.1. Values and meaning
- 3.2. Syntactic distribution

#### **4. The substantive and the article**

- 4.1. Review of the substantive and the article
- 4.2. Restrictions in the syntactic
- 4.3. Absence of determination
- 4.4. Substantivating value
- 4.5. Foreign and erudite expressions

#### **5. Substantive subordinates**

- 5.1. Indicative and subjunctive
- 5.2. Verbs with dual possibility
- 5.3. The infinitive

#### **6. The adjective**

- 6.1. Types of adjectives: qualifying and relational
- 6.2. Position of the adjective: ante position and the isolated adjective

#### **7. Subordinates of relative**

- 7.2. Indicative and subjunctive
- 7.3. Relative Pronouns. Review
- 7.4. Possessive relative pronoun : "cuyo"

#### **8. The verb I**

- 8.1. Review of the right and dislocated uses of the indicative tenses
- 8.2. The subjunctive in subordinate clauses. Temporal correlations: present, past and future coordinates
- 8.3. Modalizations and modalities of the verb
- 8.4. The imperative: lexicalized imperatives



#### **9. The Adverb and the adverbial locutions I**

- 9.1. Adverbs of place, time and quantity
- 9.2. Polar identifying adverbs, affirmatives and negatives
- 9.3. Adverbs in ly -"mente"

#### **10. Temporary sentences**

- 10.1. Indicative and subjunctive
- 10.2. Temporary links

#### **11. Interrogatives, exclamatives and quantifiers**

- 11.1. Order of the elements
- 11.2. Adverbial locutions with the interrogatives
- 11.3. Proper, focal or presuppositional quantifiers
- 11.4. Quantized structures

#### **12. Prepositions I**

- 12.1. Space uses
- 12.2. Temporary uses
- 12.3. General uses
- 12.4. "por" y "para"

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- BALLESTER, P. (2011): *Conjugando verbos españoles*, Barcelona, *Publicacions i Edicions. Universitat de Barcelona*.
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<http://www.rae.es/rae.html>.
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- Instituto Cervantes (2009): *Ortografía práctica del español*, Madrid, ESPASA
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## LEVEL C1.2

### Objectives

At the end of the course the student should be able to:

1. To understand and produce social constructions in formal and informal contexts, as well as statements related to personal experiences and events of daily life.
2. Understand and produce orally texts which describe and narrate in a complex way integrating other subjects, developing concrete aspects and concluding in an adequate manner. To argue and counterargue giving the appropriate emphasis to the important aspects and relying on the adequate details.
3. Make clear and well structured oral presentations on complex themes, amplifying with a certain extension and defending the points of view with complementary ideas or adequate examples. Make good use of interjections.
4. Write clear and well structured texts about complex themes highlighting the main ideas, expanding on personal points of view with adequate examples or complementary ideas and ending with a pertinent conclusion. To understand and produce clear and detailed texts on real or imaginary facts and experiences following the established internal norms which characterize the selected literary genre. To understand and write personal and formal correspondence
5. Understand in a global way, informations and opinions, transmitted through different media, as well as texts of a literary nature with different degrees of difficulty.



### Functional contents

#### 1. To express opinions and attitudes II

- 1.1. To ask for and to express opinions
- 1.2. To ask about, express agreement and disagreement with firmness or with gentleness. To invite to agreement
- 1.3. To express approval and disapproval
- 1.4. To show scepticism
- 1.5. To express what can and cannot be remembered
- 1.6. To request and express value judgements
- 1.7. To present a counterargument mentioning the source if required
- 1.8. To invite to formulate a hypothesis

#### 2. To formulate a hypothesis and express possibility. Adding nuances to the different levels of security

#### 3. To express and ask about plans and intentions: fulfilment or frustration

#### **4. To ask about and express wishes, feelings and sensations**

- 4.1. Wishes. Different degrees of possibility
- 4.2. Feelings: to be fed up, affliction, indignation, anxiety, resignation, relief, empathy, regret, admiration, pride, etc.
- 4.3. Physical and emotional sensations

#### **5. Influence on others II**

- 5.1. To give an order or an instruction in a gentle manner or in a covered up way. To repeat an order or a presupposed order.
- 5.2. To offer and invite. To request confirmation
- 5.3. To accept and reject with/without reservations
- 5.4. To advise, propose and suggest. To pose hypothetical situations
- 5.5. To request and turn down help, permission or a favour in a gentle way or in a covered up manner. To beg
- 5.6. To promise. To reject a prohibition
- 5.7. To encourage, to calm down, to console, to warn, to reproach and to threaten, etc.
- 5.8. To promise and to commit oneself



#### **6. Social uses of language under informal and formal circumstances. The written language**

- 6.1. To greet and bid farewell. To send and convey greetings and regards
- 6.2. To introduce and to react to an introduction
- 6.3. To apologize and how to react to an apology
- 6.4. To be grateful and how to respond to gratitude
- 6.5. To express oneself in other social situations
- 6.6. To use courteous expressions: condolences, how to celebrate success

#### **7. Spelling II**

- 7.1. Spelling of letters, words, caps and low case in verbal forms
- 7.2. Accentuation: Diphthongs, triphthongs and hiatuses in verbal forms. Diacritical accent  
Application of the general rule in compound words, pronouns, adverbs and adverbial locutions and indirect interrogative clauses
- 7.3. Punctuation

### **Grammar contents**

#### **1. To be "Ser / estar"**

- 7.1. Copulative and predicative uses of to be, "ser/estar"
- 7.2. Constructions with "ser" and "estar" and participle
- 7.3. Pseudopopulative verbs

#### **2. Indirect style**

- 2.1. Changes in temporal markers
- 2.2. Changes in verb tenses

### 3. The verbal syntagm

- 3.1. Passive constructions
- 3.2. Restrictions to passive clauses
- 3.3. Intransitives with transitive behavior

### 4. Adverb sentences

- 4.1. Finals and pseudo-finals. Links.
- 4.2. Causals. Links. Negation of cause: modal alternation.
- 4.3. Consecutives. Links. Expression of consequence with or without intensification: presence of the subjunctive mode. Links.
- 4.4. Comparatives. Links. Indicative / Subjunctive alternation.
- 4.5. Conditionals. Links. Modal alternation.
- 4.6. Limits with causal sentences (just in case, in such a way) and temporal sentences (whilst).
- 4.7. Concessives and adversatives. Links: modal alternation. Contrast between although/but.

### 5. Personal pronoun. Deixis. Review.

### 6. Constructions with non personal forms of the verb

- 6.1. With infinitive
- 6.2. With gerund
- 6.3. With participle



### 7. Verbal Periphrases

- 7.1. With infinitive
- 7.2. With gerund
- 7.3. With participle

### 8. Prepositions II

- 8.1. Notional uses
- 8.2. Prepositions with verbs and adjectives

### 9. The Adverb. And the adverbial locutions

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- BALLESTER, P. (2011): *Conjugando verbos españoles*, Barcelona, Publicacions i Edicions. Universitat de Barcelona.
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## LEVEL C2

### Spanish for Heritage Speakers

#### Course description

Spanish for Heritage Speakers is a special course within the area of Spanish as a foreign language. The course is aimed at native or near-native Spanish speakers living in non-Spanish speaking countries who wish to consolidate their linguistic competence, with a special emphasis on use of the language in highly formal contexts.

#### Objectives

The main objective of the course is to develop oral and writing skills applicable to formal situations. Ultimately, it is intended that students will be able to use the Spanish language as a communication tool with competent ease in both university and professional settings.

#### Content

1. Speaking and writing in professional and academic contexts
  - a. Rhetorical strategies in writing
  - b. Oral rhetoric
2. Short stories and presentations
  - a. Additive discourse markers
  - b. Causal discourse markers
  - c. Punctuation: the comma
  - d. Orthographic resources: accents
3. Description
  - a. Unifying devices
  - b. Planning
  - c. Punctuation: the full stop and the semicolon
  - d. Orthographic resources: spelling and letters
4. Instructions
  - a. Discourse markers: organisers of information
  - b. Consecutive discourse markers
  - c. Objectification resources
  - d. Punctuation: colons and ellipsis
  - e. The norms of educated language
5. Argumentative texts
  - a. Counter-argumentative discourse markers
  - b. Punctuation: dashes and brackets
  - c. Lexical resources
  - d. The norms of educated language





6. Language in context
  - a. Spanish in Spain and in America: history and the present day
  - b. Myths surrounding the Spanish language
  - c. Advertising and writing on the Internet
  - d. Music and language
  - e. Cinema and music
  - f. How to produce a good summary
7. Revision of written and oral texts

## **Bibliography**

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