LEVEL A1. ABSOLUTE BEGINNER
First quarter
Grammar contents

1. The substantive I
   1.1. Types of substantive
        Proper and common nouns
   1.2. Gender and number of substantives

2. The adjective I
   2.1. Types of adjectives
        Qualifying and relational adjectives
   2.2. Gender and number of adjective

3. The article I
   3.1. Types of articles
        Definite and indefinite articles

4. Demonstratives I
   4.1. Values and meaning
   4.2. Syntactic distribution

5. Possessives I
   5.1. Stressed and unstressed forms
   5.2. Syntactic distribution

6. Quantifiers I
   6.1. Proper quantifiers
   6.2. Focal and presuppositional quantifiers

7. The personal pronoun I
   7.1. Subject pronoun
        Stressed pronouns as Direct Object (absence)
        Unstressed pronouns as Indirect Object: series me, te
        Values of SE
   7.5. Relatives pronouns
   7.6. Interrogatives pronouns

8. The Adverb and the adverbial locutions I
   Adverbs of location, adverbs of time, affirmatives and negatives

9. Basic prepositions I
LEVEL A1. ABSOLUTE BEGINNER
First quarter
Grammar contents

10. The verb I
   10.1. The indicative
         Regular presents: current and durative
         Proper irregularities: “ser, estar, haber, ir” (to be and to go)
   10.2. Non personal forms: infinitive and gerund
   10.3. Verbal periphrases
   10.4. To be: “ser/ estar / haber”

11. The nominal syntagm I
    Concordance, complements and modifiers

12. The verbal syntagm I
    Nucleus and complements
LEVEL A1. ABSOLUTE BEGINNER
First quarter
Functional contents

Objectives
At the end of the quarter the student should be able to:

1. Understand and produce simple statements related to basic daily needs of daily life.
2. Understand the explicit information in brief texts such as tickets, notes, messages, emails, restaurant menus, posters, questionnaires, etc. and draw specific information from them.
3. Write notes, messages, postcards and emails in relation to the basic needs of daily life

Programme

1. To give and ask for information I
   1.1. To identify
   1.2. To give and ask for information about people, objects, places and hours
   1.3. To describe

2. To give an opinion
   2.1. To Express in a simple way opinions and judgements
   2.2. To express agreement and disagreement

3. To ask about and to express the ability to do something

4. Express likings, wishes and preferences I
   4.1. To express likings
   4.2. To ask and express preferences
   4.3. To express desire

5. Influence others I
   5.1. To offer and invite
   5.2. To accept and reject
   5.3. To give an order or instruction and to respond
LEVEL A1. ABSOLUTE BEGINNER
First quarter
Functional contents

6. Social uses of language I
   6.1. To greet and to respond to a greeting
   6.2. To introduce oneself and react to an introduction
   6.3. To apologize and react to an apology
   6.4. To thank for something
   6.5. To congratulate
   6.6. To bid farewell

7. Spelling I
   7.1. The alphabet
   7.2. Spelling of letters, numbers and digits
   7.3. Punctuation: Basic uses of full stop and comma; interrogation and exclamation marks
LEVEL A1+, BEGINNER
First quarter Grammar
contents

1. The substantive I
   1.1. Types of substantive
        Proper and common nouns
   1.2. Gender and number of substantives

2. The adjective I
   2.1. Types of adjectives
        Qualifying and relational adjectives
   2.2. Gender and number of adjective
   2.3. Grades of the adjective

3. The article I
   3.1. Types of articles
        Definite and indefinite articles

4. Demonstratives I
   4.1. Values and meaning
   4.2. Syntactic distribution

5. Possessives I
   5.1. Stressed and unstressed forms
   5.2. Syntactic distribution
   5.3. Values and meaning

6. Quantifiers I
   6.1. Proper quantifiers
        Numerals and non universals
   6.2. Focal quantifiers or presuppositional includers quantifiers

7. The personal pronoun I
   7.1. Subject pronoun
   7.2. Stressed pronouns as Direct Object: absence, series: “lo, la, los, las”
   7.3. Stressed pronouns as Indirect Object: series: “me, te, le”
        Form, values and meaning: to like “gustar”
   7.4. Values of SE

8. Relatives I

9. Interrogatives
10. The Adverb and the adverbial locutions I
Adverbs of location, adverbs of time; adverbs of quantity and mode; prepositional adverbs and affirmative adverbs, negatives and of opposition

11. Basic prepositions I

12. The verb I
12.1. Indicative
   12.1.1. Present
   Own individual irregularities: to be, to go: “ser, estar, haber, ir”
   12.1.2. Present perfect
   12.1.3. Preterit
   12.2. Contrast
   12.2.1. Present/ present perfect
   12.2.2. Present/ imperfect
   12.2.3. Present perfect/ preterit
   12.3. Non personal forms: infinitive, gerund and participle
   12.4. Verbal periphrases
   12.5. Contrast of to be: “ser / estar / haber”

13. The Nominal syntagm I
Concordance, complements and modifiers

14. The verbal syntagm I
Nucleus and complements. Copulative or attributive verbs.
LEVEL A1+ BEGINNER
First quarter
Functional contents

Objectives:

At the end of the quarter the student should be able to

1. Understand and produce social constructions and simple enunciations related to basic daily needs. Learn to handle oneself different social situations.
2. Understand the explicit information in brief texts such as tickets, notes, messages, emails, restaurant menus, posters, questionnaires, etc. and draw specific information from them.
3. Write notes, messages, postcards and emails related to the basic needs of daily life.

Programme

1. To provide and ask for information I
   1.1. To identify
   1.2. To provide and ask for information about people, objects, places and times
   1.3 To describe
   1.4 To narrate

2. To give an opinion and judge I
   2.1. To express in simple terms opinions and judgements
   2.2. To express agreement and disagreement

3. Express likings and preferences I
   3.1. To express likings
   3.2. To ask and express preferences

4. Express wishes and feelings
   4.1. To express wishes
   4.2. To express feelings: happiness, sadness, etc.

5. Influence others I
   5.1. To give an order / instruction
   5.2. To ask for objects and help
   5.3. To offer and invite. To accept and reject
LEVEL A1+ BEGINNER
First quarter
Functional contents

6. Social uses of language I
   6.1. To greet and bid farewell
   6.2. To introduce oneself and react to an introduction
   6.3. To apologize and react to an apology
   6.4. To thank for something
   6.5. To express oneself in other social situations

7. How to structure discourse I

8. Spelling I
   8.1. The alphabet
   8.2. Spelling of letters, numbers and digits
   8.3. Spelling of the words: why/because, “por qué /porque”
   8.4. Spelling of capital letters and lower case
   8.5. Punctuation: Basic uses of full stop, hyphen and coma; interrogation and exclamation signs; parenthesis
LEVEL A2 BEGINNER
Second quarter
Grammar contents

1. The substantive I
   1.1. Types of substantive
        Proper and common nouns
   1.2. Gender and number of substantives

2. The adjective II
   2.1. Types of adjectives
        Qualifying and relational adjectives
   2.2. Gender and number of adjective
   2.3. Grades of the adjective: comparative grade

3. The article II
   3.1. Types of articles
        Definite and indefinite articles
   3.2. Restrictions
   3.3. Values and meaning

4. Demonstratives II
   4.1. Values and meaning
   4.2. Syntactic distribution

5. Possessives II
   5.1. Stressed and unstressed forms
   5.2. Syntactic distribution
   5.3. Combination with other elements

6. Quantifiers II
   6.1. Own individual quantifiers quantifiers
        Numerals, universals, non universals and gradatives
   6.2. Focal quantifiers or presuppositional includers quantifiers

7. The personal pronoun II
   7.1. Subject pronoun. Presence/absence
   7.2. Unstressed pronouns as Direct Object: absence, complete series,
        neutral pronoun “lo”. Position.
   7.3. Unstressed pronouns as Indirect Object: complete series. Position
        Form, values and meaning: to like and to hurt, “gustar, doler”
   7.4. Values of SE
   7.5. Stressed pronouns as prepositional complements
8. Relatives II

9. Interrogatives and exclamatives II

10. The Adverb and the adverbial locutions II
Adverbs of location, adverbs of time; adverbs of quantity and mode; prepositional adverbs and affirmative adverbs, negatives and of opposition

11. Basic prepositions II

12. The verb II
12.1. Indicative
   12.1.1. Present. Values and meaning
   Most frequent vocal, consonant and spelling irregularities
   12.1.2. Past perfect
   12.1.3. Indefinite past. Most frequent irregularities
   12.1.4. Imperfect preterite: normal and descriptive imperfect
   12.2. Contrast
   12.2.1. Present/ present perfect
   12.2.2. Present / imperfect
   12.2.3. Perfect/ preterit
   12.3. Imperative: affirmative, most frequent regulars and irregulars
   12.4. Non personal forms: infinitive, gerund and participle
   12.6. Contrast of to be: “ser / estar / haber”

13. Nominal syntagm II
13.1. Concordance, complements and modifiers
13.2. The vocative

14. Verbal syntagm II
14.1. Nucleus and complements
14.2. Copulative and predicative verbs and auxiliaries.
Objectives

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

1. Understand and produce social constructions and simple enunciations related to basic daily needs
2. Understand the explicit information in brief texts such as tickets, notes, messages, emails, restaurant menus, posters, questionnaires, biographies, short-stories, information brochures, etc. and draw specific information from them
3. Write notes, messages, postcards and emails related to the basic needs of daily life. Produce biographies and short and simple diaries

Programme

1. To provide and ask for information II
   1.1. To identify
   1.2. To provide and ask for information about people, objects, places and times
   1.3. To provide and ask for information about cause, purpose and mode
   1.4. To describe and compare
   1.5. To narrate basic descriptive sequences

2. To give an opinion and judge II
   2.1. To express in simple terms opinions: to position oneself in favour of or against and to invite to be in agreement
   2.2. To express in simple terms judgements: approval and disapproval

3. Express obligation and need

4. Express knowledge and lack of knowledge
5. Express likings and preferences II
   3.1. To ask about and express likings
   3.2. To ask about and express preferences

6. Express wishes, feelings and sensations
   6.1. To express wishes
   6.2. To express feelings: fun, boredom, anger, etc.
   6.3. To express physical and emotional sensations

7. Influence others II
   7.1. To give instructions: in a direct way or more gently manner
   7.2. To offer and to invite
   7.3. To accept and to reject proposals, offerings & invitations
   7.4. To propose and to suggest
   7.5. To ask for help, for permission, for a favour...
   7.6. To advise

8. Social uses of language II
   8.1. To greet and bid farewell
   8.2. To introduce oneself and react to an introduction. Formal presentations
   8.3. To apologize and react to an apology
   8.4. To be grateful
   8.5. To express oneself in other social situations
   8.6. To Express courteous wishes: at parties and celebrations, meals, during trips, etc.

9. How to structure discourse II

10. Spelling I
   10.1. The alphabet
   10.2. Spelling of letters and words: why/because (“por qué/porque”); numbers and digits
   10.3. Spelling of capital letters and lower case
   10.4. Spelling of verbal forms
   10.5. Accentuation: distinction between types of words and recognizing stressed syllables
   10.6. Punctuation: Basic uses of full stop, hyphen and coma; interrogation and exclamation marks; parenthesis
1. The substantive I
   1.1. Types of substantive
   1.2. Gender and number of substantives

2. The adjective
   2.1. Types of adjectives
       Qualifying and relational adjectives
   2.2. Gender and number of adjective
   2.3. Grades of the adjective: positive, comparative and superlative

3. Demonstratives
   3.1. Values and meaning
   3.2. Syntactic distribution

4. Possessives
   4.1. Stressed and unstressed forms
   4.2. Syntactic distribution

5. Quantifiers
   5.1. Own quantifiers: numerals, universals and non universals
   5.2. Gradative quantifiers: comparatives of quantity
   5.3. Focal or presuppositional quantifiers: includers

6. The personal pronoun I
   6.1. Subject pronoun. Form, Presence/ absence and values/ meaning
   6.2. Unstressed pronouns as Direct Object: absence, complete series, neutral pronoun “lo”
   6.3. Unstressed pronouns as Indirect Object: complete series. Verbs like “gustar” (to like)
   6.4. Values of SE
   6.5. Stressed pronouns as prepositional complements
   6.6 Interrogatives
7. Basic prepositions

8. The verb I
   8.1. Indicative
       8.1.1. Present
       8.1.2. Present perfect
       8.1.3. Preterite
       8.1.4. Imperfect indicative: normal, descriptive and expression of circumstance
       8.1.5. Future: temporary value
       8.1.6. Contrasts:
               Present/ Present perfect
               Present perfect / preterit
               Imperfect / present perfect / preterit
   8.2. Subjunctive
       8.2.1. Present: regulars and irregularities inherited from the present indicative; irregularities with regards to theme and root.
               Temporary adverbial subordinates (when, "cuando")
   8. 3. Affirmative imperative, regulars and irregulars. Pronoun position.
   8. 4. Non personal forms: infinitive, gerund and participle.
   8. 5. Verbal periphrases
   8. 6. Contrast of to be, “ser / estar / haber”

9. The nominal syntagm I
   Concordance, complements and modifiers

10. The verbal syntagm I
    Nucleus and complements
LEVEL A2+ ELEMENTARY
First quarter Functional contents

Objectives

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

1. Understand and produce social constructions. Express in an oral form, using the proper communication strategies, simple enunciations related to daily life and to personal experience
2. Understand texts of a conversational, descriptive, expository and narrative nature, related to personal experiences and events that take place in daily life
3. Master communication in conversations telephone calls
4. Elaborate written texts which explain, describe or narrate aspects related to the subjects and contents of this level. Personal correspondence

Programme

1. To provide and ask for information I
   1.1. To identify
   1.2. To provide and ask for information
   1.3. To describe and compare

2. To narrate I
   2.1. To narrate following the prototypical process
   2.2. To insert descriptive and dialogical sequences

3. To give an opinion and judge
   3.1. To express in simple terms opinions and judgements
   3.2. To express agreement and disagreement

4. To express knowledge, lack of knowledge and skill I

5. To express obligation and necessity I

6. To express likings, preferences and interests I
   6.1. To ask about and express likings and interests
   6.2. To ask about and express preferences
7. To express plans and intentions I

8. To express wishes, feelings and sensations I
   8.1. To express wishes
   8.2. To express feelings
   8.3. To express physical and emotional sensations

9. Influence on others I
   9.1. To give instructions
   9.2. To offer and invite
   9.3. To accept and reject
   9.4. To propose and suggest
   9.5. To ask for help, for permission, for a favour...
   9.6. To advise

10. Social uses of language under informal circumstances:
    10.1. To greet and bid farewell
    10.2. To introduce oneself and react to an introduction
    10.3. To apologize and react to an apology
    10.4. To be grateful
    10.5. To express oneself in other social situations
    10.6. To express courteous wishes

11. How to structure the discourse I

12. Spelling I
    12.1. The alphabet
    12.2. Spelling of letters, words, numbers and digits
    12.3. Spelling of capital letters and lower case
    12.4. Spelling of verbal forms
    12.5. Accentuation: Distinction between types of words and general accentuation rule in polysyllabic words
    12.6. Punctuation: Basic uses of full stop, hyphen and comma; interrogation and exclamation marks; parenthesis
LEVEL B1. ELEMENTARY
Second quarter
Grammar contents

1. The substantive II
   1.1. Types of substantive
   1.2. Gender of the substantives: gender change which implies change of meaning
   1.3. Number of the substantives

2. The article
   2.1. Types of articles: definite and indefinite
   2.2. Absence of determination

3. The personal pronoun II
   3.1. Subject pronoun: cases of presence and absence
   3.2. Unstressed pronouns as Direct Object: absence, complete series, neutral pronoun “lo”. Position: enclisis and proclisis
   3.3. Unstressed as Indirect Object: complete serie
   3.4. Contrast and combination of unstressed pronouns as direct and indirect complement
   3.5. Values of SE: Indirect object pronoun and reciprocal pronoun
   3.6. Stressed pronouns as prepositional complements
   3.7. Relatives
   3.8. Interrogatives: opposition what/which one “qué/cuál” and question with complements with preposition

4. The adverb and adverbial locutions
   Adverbs of place and time; adverbs of quantity and mode; prepositive, affirmative and negative adverbs; adverbs of opposition.

5. Basic prepositions and basic verbs of prepositional order
LEVEL B1. ELEMENTARY
Second quarter
Grammar contents

6. **The verb II**
   6.1. **Indicative**
      6.1.1. **Present**
      6.1.2. **Present perfect**
      6.1.3. **Preterite: more irregularities**
      6.1.4. **Imperfect: attempt and courtesy**
      6.1.5. **Pluperfect**
      6.1.6. **Future: temporary value and of probability**
      6.1.7. **Conditional: of courtesy, modesty and suggestion**
      6.1.8. **Contrasts:**
         - Present / present perfect
         - Present perfect / preterit
         - Imperfect / present perfect / preterit
         - Present perfect / pluperfect
   6.2. **Subjunctive**
      6.2.1. **Present: regulars and irregulars**
      6.2.2. **Independent clauses, pointing to the present or to the future.**
      6.2.3. **Subordinate sentences pointing to the present: substantives, of relative, temporal and final**
      6.2.4. **Indirect style: introductory verb in the present / present perfect**
      6.2.5. **Imperfect: regulars and irregulars**
         - Substantive subordinates: I would like that to, “Me gustaría que...”
   6.3. **Affirmative and negative imperative: values & position of pronouns.**
   6.4. **Non personal forms: infinitive, gerund & participle. Values & meaning**
   6.5. **Basic verbal periphrasis. Identification. Position of the pronouns**
   6.6. **Review of the contrast to be / to have: “ser / estar / haber”**

7. **The nominal syntagm II**
   Concordance, complements and modifiers

8. **The verbal syntagm II**
   Nucleus and complements
LEVEL B1. ELEMENTARY
Second quarter
Functional contents

Objectives

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

1. Understand and produce social constructions. Express oneself in an oral form, using the proper communication strategies, simple enunciations related to daily life and to personal experience. Express wishes and aspirations, as well as justifying opinions briefly or explaining plans
2. Understand texts of a conversational, descriptive, explanatory and narrative nature related to personal experiences, facts and events that take place in daily life
3. Mastery of communication in conversations and telephone calls, formal and informal register
4. Elaborate written texts which explain, describe or narrate aspects related to the subjects and contents of this level. Personal correspondence

Programme

1. To provide and ask for information II
   1.1. To provide and ask for information
   1.2. To correct and confirm information
   1.3. To ask for confirmation

2. To narrate II
   2.1. To narrate following the prototypical process
   2.2. To insert descriptive sequences of people, objects, places and circumstances
   2.3 Insert dialogical sequences of indirect style

3. To express opinions and attitudes
   3.1. To express opinions
   3.2. To express agreement and disagreement

4. To express judgements

5. To express knowledge, lack of knowledge and skill II

6. To express certainty, evidence and possibility

7. To express obligation and necessity II
LEVEL B1. ELEMENTARY  
Second quarter  
Functional contents

8. To express likings, preferences and interests II  
   7.1. To ask about and express likings and interests  
   7.2. To ask about and express preferences

9. Express plans and intentions II

10. To express wishes, feelings and sensations II  
    10.1. To express wishes  
    10.2. To express feelings: happiness, sadness, fun  
    10.3. To express physical and emotional sensations

11. Influence on others II  
    11.1. To give instructions and orders. To respond  
    11.2. To offer and invite  
    11.3. To accept and reject  
    11.4. To propose and suggest  
    11.5. To ask for help, permission, a favour...  
    11.6. To advise  
    11.7. To prohibit and reject a prohibition  
    11.8. To express gentleness

12. Social uses of language under basic informal and formal circumstances:  
    12.1. To greet and bid farewell  
    12.2. To introduce oneself and how to react to an introduction  
    12.3. To apologize and how to react to an apology  
    12.4. To be grateful  
    12.5. To express oneself in other social situations  
    12.6. To express courteous wishes  
    12.7. To send and transmit greetings. To respond

13. How to structure the discourse II

14. Spelling II  
    14.1. Spelling of letters, words (why/because: “por qué/porque”); numbers and digits  
    14.2. Spelling of capital letters, lower case and verbal forms  
    14.3. Accentuation: Distinction between types of words and general accentuation rule in polysyllabic words. Diphthongs and hiatuses  
    14.4. Diacritical accent in monosyllables  
    14.5. Punctuation: Basic uses of full stop, hyphen and coma; interrogation and exclamation marks; parenthesis
LEVEL B1+. INTERMEDIATE
First quarter
Grammar contents

1. The substantive
   1.1. Types of substantive
   1.2. Gender and noun

2. The article
   2.1. With or without anaphoric value
   2.2. Syntactic distribution
   2.3. Absence of determination

3. Demonstratives
   3.1. Values and meaning
   3.2. Syntactic distribution

4. The personal pronoun
   4.1. Subject pronoun
   4.2. Unstressed pronouns as Direct Object
   4.3. Unstressed pronouns as Indirect Objects
   4.4. Contrast and combinations of unstressed pronouns as direct and indirect complement.

5. Interrogatives
   5.1. Who, how much etc. “quién/quiénes, cuánto/cuánta/ cuántos/cuántas, etc. ”
   5.2. Contrast where and how
   5.3. Relatively free order of postverbal elements
   5.4. Coordinate interrogatives

6. Exclamatives

7. The Adverb and adverbial locutions:
   Temporal complements anaphorically oriented

8. Prepositions
9. The verb I
   9.1. Indicative
      9.1.1. Present: modal values
      9.1.2. Present perfect
      9.1.3. Preterit
      9.1.4. Imperfect: modal values
      9.1.5. Pluperfect
      9.1.6. Contrasts
      9.1.7. Future: modal values
      9.1.8. Conditional: value of probability in the past
   9.2. Subjunctive
      9.2.1. Present
      9.2.2. Imperfect: form and values
   9.3. Clauses with subjunctive pointing present and future coordinates
      9.3.1. Substantive coordinates: desire, emotions, judgements, thoughts and opinion. Impersonal constructions of certainty with negation
      9.3.2. Relative subordinates
      9.3.3. Temporal and final subordinates, and of delimitation
      9.3.4. Concessives subordinates which imply indifference
   9.4. Imperative: affirmative and negative
   9.5. Non personal forms

10. The Nominal Sytagm I
   10.1. Concordance, complements and modifiers
   10.2. Argumental and non argumental complements

11. El Verbal syntagm I
   Nucleus and complements
LEVEL B1+. INTERMEDIATE
First quarter
Functional contents

Objectives

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

1. Understand and produce social constructions in formal and informal contexts as well as making simple enunciations related to personal experiences, events and needs of daily life.
2. Understand and produce texts of a descriptive, expository and narrative nature related to personal experiences, facts and events that take place in daily, life in the realm of orality.
3. Master communication in face to face conversations and telephone calls. Formal and informal register.
4. Elaborate written texts which explain, describe or narrate aspects related to the subjects and contents of this level. To understand and write personal and formal correspondence.
5. Understand in a global way, information and opinions transmitted through media, as well as simple literary texts.

Programme

1. To narrate I
   1.1. To narrate following the prototypical process
   1.2. To insert descriptive sequences of people, objects, places and circumstances. Objective and subjective point of view: aspectualization.
   1.3. Insert dialogical sequences of indirect style in the indicative.

2. To express opinions and attitudes I
   2.1. To ask for and to express opinions
   2.2. To express agreement and disagreement. To ask for agreement.

3. To ask for and express judgements I

4. To express knowledge, lack of knowledge I

5. To express and ask about the skill to do something I

6. Affirmation and negation of certainty and evidence I

7. Formulate a hypothesis and express possibility

8. Affirmation and negation of obligation and necessity
9. To express likings, preferences and interests I
   9.1. To ask about and express likings and interests
   9.2. To ask about and express preferences
   9.3. To express indifference

10. To express wishes, feelings and sensations I
    10.1. To express wishes. Different degrees of possibility
    10.2. To express feelings
    10.3. To express physical and emotional sensations

11. Influence on others II
    11.1. To give an instruction or an order in a gentle manner or a
           covered up way
    11.2. To offer and invite
    11.3. To accept and reject
    11.4. To propose and suggest
    11.5. To ask for help, for permission, for a favour, etc...
    11.6. To prohibit
    11.7. To advise
    11.8. To urge, to calm down, to console, etc...

12. Social uses of language under informal and formal
    circumstances:
    12.1. To greet and bid farewell
    12.2. To introduce and react to an introduction
    12.3. To apologize and how to react to an apology
    12.4. To be grateful
    12.5. To express oneself in other social situations
    12.6. To express courteous wishes

13. How to structure the discourse I

14. Spelling I
    14.1. Spelling of capital letters, lower case and verbal forms
    14.2. Accentuation: distinction between types of words and
           general accentuation rule in polysyllabic words.
           Diphthongs, triphthongs and hiatuses. Diacritical accent
    14.3. Punctuation: Basic uses of full stop, hyphen and coma;
           interrogation and exclamation marks; parenthesis;
           suspension marks.
LEVEL B2. INTERMEDIATE
Second quarter Grammar contents

1. The adjective
   1.1. Types of adjectives: qualifying and relational adjectives
   1.2. Gender and noun, position of the adjective
   1.3. Degrees of the adjective: superlative

2. Quantifiers
   2.1. Own individual quantifiers: numerals, universals & non universals
   2.2. Focal or presuppositional quantifiers: including and excluding
   2.3. Quantified structures

3. Possessives

4. Review of demonstrative pronouns personal pronouns. Values of SE

5. Relative Pronouns
   5.1. What: “Que”: cases of obligatory presence of the determinate article
   5.2. Whom: “Quien”: with or without antecedent

6. The verb II
   6.1. Indicative
       6.1.1. Present, present perfect, imperfect, etc.: review
       6.1.2. Future: form and values
       6.1.3. Conditional: review
       6.1.4. Perfect conditional: form and values
   6.2. Subjunctive
       6.2.1. Present: review
       6.2.2. Imperfect: values
       6.2.3. Present perfect: values
       6.2.4. Pluperfect: form and values
   6.3. The imperative: review

7. Review of sentences with subjunctive oriented to past, present and future coordinates
   8.1. Substantive subordinates
   8.2. Subordinates of relative
   8.3. Adverbial subordinates: temporal, final and conditional with “if”
9. Indirect style

10. Verbal periphrasis

11. To be: “Ser y estar”
    Copulative and predicative uses

12. Nominal and verbal syntagm II
LEVEL B2. INTERMEDIATE
Second quarter Functional contents

Objectives

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

1. To relate to native speakers with a sufficient degree of fluency and naturalness so as to maintain effortless communication. To produce social constructions in formal and informal contexts as well as making enunciations related to personal experiences, events and needs of daily life.
2. Understand the main ideas of complex texts which deal with concrete and abstract subjects, even if they are of a technical nature, as long as they are within their special field.
3. Refer discursive acts.
4. Elaborate written texts which explain, describe or narrate aspects related to the subjects and contents of this level. To argue and counterargue. To understand and write personal and formal correspondence
5. Understand in a global way, information and opinions transmitted through media, as well as literary texts of intermediate difficulty

Programme

1. To narrate II
   1.1. To narrate following the prototypical process
   1.2. To insert descriptive sequences of people, objects, places and circumstances. Objective and subjective point of view: aspectionalization.
   1.3. Insert dialogical sequences of indirect style in the past (indicative and subjunctive)

2. To express opinions and attitudes II
   2.1. To ask for and to express opinions
   2.2. To express agreement and disagreement with firmness or attenuation.
   2.3. To show scepticism
   2.4. To present a counterargument

3. To ask for and express judgements II

4. To ask for and express knowledge, lack of knowledge II

5. To express and ask about the skill to do something II
LEVEL B2. INTERMEDIATE
Second quarter Functional contents

6. Affirmation and negation of certainty and evidence II. Formal register

7. Formulate a hypothesis and express possibility. Expressing with nuances the different degrees of security

8. To express likings, preferences and interests II
   8.1. To ask about and express likings and interests
   8.2. To ask about and express preferences
   8.3. To express indifference
   8.4. To express aversion

9. To express and ask for plans and intentions

10. To express wishes, feelings and sensations II
   10.1. To express wishes. Different degrees of possibility
   10.2. To express feelings: being fed up, affliction, indignation, anxiety, etc.
   10.3. To express physical and emotional sensations

11. Influence on others II
   11.1. To give an instruction or an order: to repeat a previous or presupposed order
   11.2. To offer and invite
   11.3. To accept and reject
   11.4. To propose and suggest
   11.5. To ask for and deny help, permission, a favour in a gentle way or a covered up manner. To beg
   11.6. To prohibit. To reject a prohibition
   11.7. To advise. To pose hypothetical situations
   11.8. To urge, to calm down, to console, to warn and reproach etc...

12. Social uses of language under informal and formal Circumstances. Written texts
   12.1. To greet and bid farewell
   12.2. To introduce and react to an introduction
   12.3. To apologize and how to react to an apology
   12.4. To be grateful
   12.5. To express oneself in other social situations
   12.6. To express courteous wishes
13. How to structure the discourse II

14. Spelling II
  14.1. Spelling of letters and words (where: “adónde/adonde”; if not/ but: “sino/si no”; of digits and numbers
  14.2. Accentuation: Distinction between types of words and general accentuation Rule in polysyllabic words. Diphthongs, triphthongs and hiatuses in verbal forms. Diacritical accent
  Pronouns, adverbs and adverbial locutions in indirect interrogative and exclamative clauses
  14.3. Punctuation: Basic uses of full stop, hyphen, coma and semicolon; interrogation and exclamation marks; parenthesis; quotes; suspension marks.
LEVEL C1 SUPERIOR
First quarter
Grammar contents

1. The substantive and the article
   1.1. Review of the substantive and the article
   1.2. Foreign and erudite expressions

2. The adjective I
   2.1. Types of adjectives: qualifying and relational
   2.2. Position of the adjective: ante position and the isolated adjective

3. Interrogatives and exlamatives
   3.1. Order of the elements
   3.2. Adverbial locutions with the interrogatives

4. The Adverb and the adverbal locutions I
   4.1. Adverbs of place, time and quantity
   4.2. Polar identifying adverbs, affirmatives & negatives
   4.3. Adverbs in ly –“mente”

5. Prepositions I

6. The verb I
   6.1. Review of the correct and dislocated uses of the indicative tenses
   6.2. The subjunctive in subordinate clauses. Temporal correlations: present, past and future coordinates
   6.3. The imperative: lexicalized imperatives

7. To be “Ser / estar”
   7.1. Copulative and predicative uses of to be, “ser/estar”
   7.2. Auxiliary verbs

8. The nominal syntagm I
   8.1. Internal concordance of the Nominal Syntagm (SN)
   8.2. Concordance of the NS with the verb

9. The verbal syntagm I
   9.1. Passives of result and of action
   9.2. Pseudocopulative verbs
   9.3. Ruled prepositional complement
Objectives

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

1. To understand and produce constructions related to personal experiences, events and needs of daily life. Social formulas in formal and informal contexts.
2. 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.
3. Refer discursive acts.
4. 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.
5. Understand in a global way, texts of a literary nature with different degrees of difficulty. To understand and interpret opinions transmitted through different media.

Programme

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
   9.3. Punctuation
1. The adjective II
   1.1. The relative possessive adjective (whose, “cuyo”)
   1.2. Adverbialization

2. The article
   2.1. Restrictions in the syntactic distribution
   2.2. Absence of determination
   2.3. Substantiating value

3. The demonstratives
   3.1. Values and meaning
   3.2. Syntactic distribution

4. The quantifiers
   4.1. proper, focal and presuppositional quantifiers
   4.2. Quantified structures

5. The personal pronoun
   5.1. Cases of presence and absence
   5.2. Direct object complement pronoun: cases of presence/absence.
   Position
   5.3. Indirect object complement pronoun: cases of presence/absence.
   “laísmo”
   5.4. Values of SE: restrictions in impersonal and passive reflexives

6. Relative pronouns
   6.1. Which, the one, “Que, el que...”; whom, “quien/quienes”: review
   6.2. The one, the ones, “El cual, la cual, los cuales, las cuales, lo cual”

7. The Adverb. And the adverbial locutions II
   7.1. Other types of nuclear adverbs
   7.2. Adverbs of mode. Obligatory circumstances

8. Prepositions II
9. The verb II
   9.1. Modalizations and modalities of the verb
       More on the basic rules
   9.3. Non personal forms
   9.4. Paradigm and use of verbal periphrases

10. The nominal syntagm II
    10.1. Nominal Syntagm with eliptic nucleus: specifications
    10.2. Cases of unusual interpretation or double interpretation

11. The verbal syntagm II
    11.1. Restrictions to passive clauses
    11.2. Intransitives with transitive behaviour
LEVEL C1+. SUPERIOR
Second quarter
Functional contents

Objectives

At the end of the quarter 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.

Programme

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
Bibliography

The books for the classes have been written by our professors at the Center. They all follow The Common European Framework of Reference (CEFRE) for language teaching. We are using the following books, although we still have some books to be edited:

Grammar books

ARTIGAS, M. (2011) Y, ahora, la gramática 6, Nivel medio, Edicions UB

Books for the practice of oral, written and cultural skills

BALLESTER, P. (2005), Con textos 1. Nivel elemental, (1ª ed.), Edicions UB
BALLESTER, P. (2009), Con textos 1. Nivel elemental, (2ª ed.), Edicions UB
ESPAÑOL, M. (2009), El día a día en español 1, Nivel principiante, Edicions UB
ESPAÑOL, M. (2010), El día a día en español 2, Nivel principiante, Edicions UB

Specific books for Erasmus students

MIÑANO, J. - LÓPEZ, S. (2009), Destino Erasmus 1, SGEL/Edicions UB
GRAS, P. - YÚFERA, I. (2008), Destino Erasmus 2, SGEL/Edicions UB

Books aimed to improve specific aspects of language learning


We also use in our classes some other methods which have been proven to be reliable and excellent:
