



UNIVERSIDAD
DE GRANADA



CENTRO DE
LENGUAS
MODERNAS

SPANISH LANGUAGE AND CULTURE COURSE (CLCE)

LANGUAGE

SPANISH GRAMMAR 5



SPANISH GRAMMAR 5 (B1.2)

GENERAL DESCRIPTION

The aim of this subject is to provide the students with the tools needed to interact in Spanish with a notable degree of fluency, whilst reflecting on the basic problems of Spanish grammar.

CONTENTS

1. Morphology and contrastive use of the Past Simple and the Perfect Indicative.
2. Ways for talking about a specific moment: *En* + date; *Desde* + date; *Hace* + amount of time.
3. Ways for speaking about an amount of time: *llevar* + gerund; *Desde hace* + amount of time.
4. Ways for relating two past moments: *al cabo de* + amount of time; amount of time + *después*; *a* + amount of time + *siguiente* Ways of indicating limits in time: *Hasta que* / *desde que* / *Ya no*
5. Morphology and use of the Imperfect as a situation indicator. Ways of expressing frequency and habituality in the past.
6. Morphology of the Future: temporal uses and probability.
7. Morphology of the Future Perfect: probability.
8. Morphology and basic uses of the conditional.
9. Negative imperative.
10. Morphology of the Present Subjunctive.
11. *Cuando* + present subjunctive.
12. *Si* + pres., + pres./fut.
13. Indirect questions with and without interrogative particle.
14. Mechanisms for identification of ideas: *lo de* + [infin./"que" + phrase].
15. Morphology and use of the Conditional in advice.
16. *Te aconsejo que* + subj.
17. Contrastive use of relative sentences with indicative and subjunctive.
18. Mechanisms for repeating affirmations and questions: *QUE* + [repetitions / + *si* / + interrogative particle]. Changes due to the new communication situation: possessives, demonstratives, etc.
19. Morphology of the Pluperfect indicative and the Imperfect subjunctive.
20. Transformation of the Imperative, the Present indicative and subjunctive, the Future, the Past Simple and the Perfect tenses.
21. Verbs to summarize conversations. Vocabulary and related expressions.
22. *Creo que* + ind. / *No creo que* + subj.
23. Reaction conversational formulas.
24. Noun clauses with subjunctive: *es/me parece* + adj. + subj.; *está bien/mal que* + subj.
25. Use of the indicative and subjunctive with explicit hypothesis markers (*quizá, tal vez, seguro que...*).
26. *¡Qué raro que* + subj.!
27. Vocabulary and expressions evaluating facts/events. Conversational sequences.
28. Vocabulary, expressions and ritual formulas used socially when congratulating,



CONTENTS

- thanking, inviting, expressing wishes, praising and giving appropriate answers.
29. Subjunctive for expressing wishes for others: *QUE* + subj.
30. Subjunctive for expressing will and need: *Quiero que / Hace falta que...* + subj.
Vocabulary and related formulas.

METHODOLOGY

All CLM classes follow the integration of skills, student involvement in tasks, group dynamics and pragmatic and socio-cultural value of the topics. The homework should be oriented towards the integration of students in an immersion situation in addition to personal work.

EVALUATION

To obtain a grade for this subject, students must have attended at least 80% of the classes.

The final grade will take into account the average grade from the two exams which will provide an initial grade.

Attendance and attitude in class will also be taken into account and up to one point may be added to or deducted from the initial grade.

BIBLIOGRAPHY

The teacher will make a dossier of the activities to be covered in class. Communicative grammar will be worked on in relation to the content of the subject Speaking and writing skills.