



UNIVERSIDAD
DE GRANADA



CENTRO DE
LENGUAS
MODERNAS

SPANISH LANGUAGE AND CULTURE COURSE (CLCE)

LANGUAGE

SPANISH GRAMMAR 6

SPANISH GRAMMAR 6 (B2.1)

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. Vocabulary and expressions relating to personal experiences and characteristics: personality and physical description.
2. Other uses of *ser/estar*.
3. *acerse, volverse, ponerse, llegar a ser, terminar de*
4. *Me gusta, me molesta, me pone nervioso...* + noun / infinitiv / subjunctive.
5. Tense correlation with Past or Conditional: *Me gustaría que* + Imperf. subjunctive.
6. Advice formulas: Conditional, Imperative, *poder, tener que, deber de* and *es mejor que* in advice. Sequence of tenses with the subjunctive.
7. Vocabulary, phraseology and speech indicators to comment on surveys: treatment of figures, identification structures, computers, introductory linking words and item change, linking words in disagreement.
8. Basic conditions: *Si* + [pres. simp./imp. subj./pluper. subj.]. Sequences with the conditioned verb.
9. Marked conditions: *con tal de que, a menos que / en caso de que / siempre que, siempre y cuando* / condition with gerund.
10. Conversational indicators for offering and requesting help. Uses of the subjunctive: *¿quieres que...?*
11. Relatives clauses with preposition. Use of the subjunctive in relative clauses. Sequence of tenses.
12. Use of the subjunctive for expressing wishes. Sequence of tenses.
13. Model of Imperative and of stressed and unstressed personal pronouns. Where to put pronouns. Reduplication of the direct and indirect object.
14. Vocabulary for describing social types: *pijo, progre, carca, don nadie*, etc.
15. Vocabulary and expressions for describing interpersonal relationships: *llevarse, caer, ser un pedazo de pan*, etc.
16. Expressing agreement and disagreement. Related uses of the subjunctive.
17. Use of the subjunctive when making opinions: *creo que, me parece que, está claro que, pienso que*. Tense correlation.
18. Use of the subjunctive when assessing facts: *es lógico que, está claro que, me parece imprescindible que*, etc. Sequence of tenses.
19. General (interrelated) working of the past tenses.
20. Mechanisms to indicate perspective. Use of the Pluperfect Simple and circumlocution: *estar* + gerund, *estar* + participle, *ir a* + infinitive, *estar a punto de* + infinitive.
21. Ways of correcting information: *no..., sino / sí (que) / es más,... / no solo..., sino (que)....* *Quien, cuando, donde, como, por lo que* in thematization structures.
22. Ways of referring to specific moments and amounts of time: dates / *hace-hacía-*

CONTENTS

- hará... (que) / llevo-llevaba-llevaré... / desde... / desde hace....* Use of *durar* and *tardar*.
23. Time markers which change when talking about the past: *ahora, en este momento, hoy, esta mañana, ayer, anoche, ayer, mañana, pasado mañana, próximo/que viene, dentro de, hace*.
 24. Sequences of tenses in direct speech: changes in all tenses.
 25. Verbs "of language": *decir, opinar, repetir, comentar*, etc. Basic verbs to summarize acts of speaking: *saludar, despedirse, invitar, negarse, aceptar*, etc.
 26. Use of the Future, Future Perfect, and the Conditional in forming hypotheses.
 27. Uses of the Subjunctive to formulate hypotheses: *es probable que, es posible que, puede ser que, puede que, quizás, tal vez, probablemente, posiblemente*.
 28. Hypotheses with simple tenses (*supongo que, seguro que*, etc.).
 29. Conversational indicators of (im)possibility and (im)probability.
 30. Time particles: *cuando, en cuanto, antes de (que), después de (que), desde, hasta, mientras*. Uses of the subjunctive and past-present- future contrast.

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.