Online Spanish Course

COURSE IDENTIFICATION DATA



Course name: Online Spanish Course
Centre: Complutense Centre for the Teaching of Spanish (CCEE), UCM
CEFR level: from A1 to C1
Duration:

- 40 hours (7 h 30 min/week)
- 70 hours (7 h 30 min/week)

Course period: Autumn and winter intakes, academic year 2026-2027

- Winter · 40 hours: from 23 February to 13 April 2027
- Winter · 70 hours: from 23 February to 11 May 2027

Structure: A short course of 40 or 70 hours. It covers a defined part of a stage and does not lead to progression to the next stage.
Mode of study: Online, with live classes and full interaction between teacher and students
Timetable: Tuesdays, Wednesdays and Thursdays, 6:30 p.m. to 9:00 p.m. (mainland Spanish time)
Certification: CCEE-UCM Diploma stating the reference stage, the content covered and the number of hours
Placement test: Online, approximately 15 days before the course begins

AIM

The Online Spanish Course is designed for international university students who need Spanish in order to follow classes, take part in the classroom and write academic assignments. It is taught at levels A1 to C1 of the Common European Framework of Reference for Languages (CEFR).

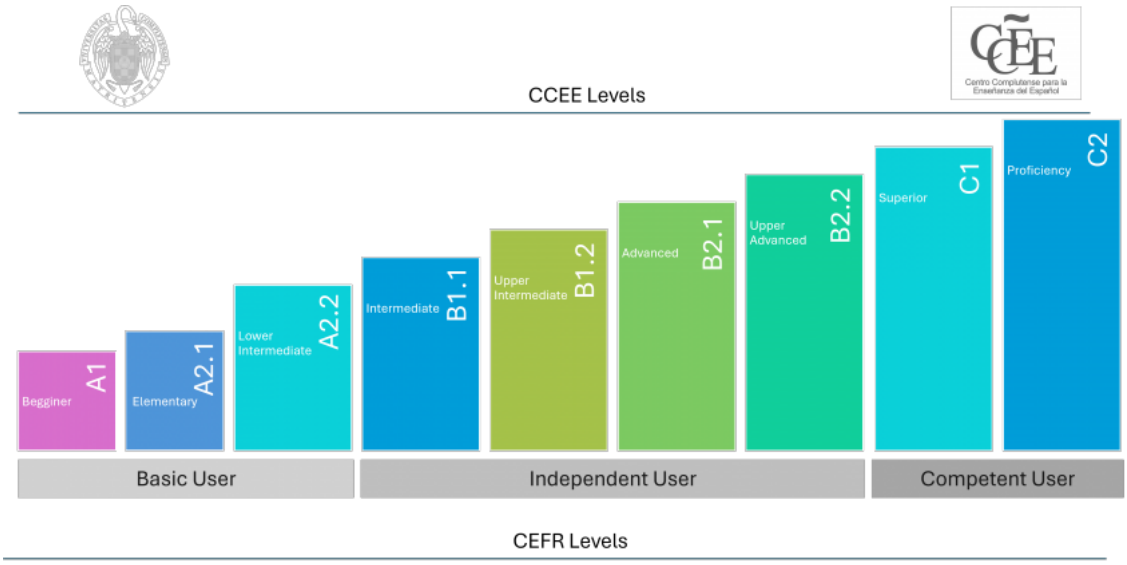
The aim is to develop competence in Spanish across the various language skills, so that students can understand and produce spoken and written messages in Spanish with accuracy, precision and appropriateness to the communicative context, at the level in which they are enrolled.

RATIONALE AND FRAME OF REFERENCE

The CCEE organises its teaching in **nine stages**, which divide CEFR levels A2, B1 and B2 into two and keep A1, C1 and C2 whole. The subdivision reflects the actual breadth of those levels: A2, B1 and B2 are the widest, and the ones in which learners need an intermediate checkpoint in order to perceive their own progress.

Stage	CCEE name	CEFR level	CEFR user
1	Beginner	A1	Basic
2	Elementary	A2.1	Basic
3	Lower intermediate	A2.2	Basic
4	Intermediate	B1.1	Independent
5	Upper intermediate	B1.2	Independent
6	Advanced	B2.1	Independent
7	Upper advanced	B2.2	Independent
8	Superior	C1	Competent
9	Proficiency	C2	Competent

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THE STAGE AND ITS BLOCKS

At the CCEE, the weekly teaching load **does not determine how fast students progress**: it determines how many subjects students take and how deeply the content is treated. What does depend on the total length of the course is how much of a stage can be covered. Academic-year and term courses cover complete stages; short courses such as this one, of 40 or 70 hours, cover part of a stage. Because of its length, this course does not cover a complete stage.

Three rules governing the whole syllabus follow from this principle:

Rule 1. A stage is organised in three blocks of about forty hours. Term and academic-year courses cover all three blocks and end with the stage progression examination.

Rule 2. The **compulsory core of each stage fits into 120 hours**, which is what the minimum option on the term and academic-year courses guarantees.

Rule 3. Short courses that do not reach 120 hours work on a defined selection of that core, matched to the aim of the course. Their certificate states the reference stage and the content covered.

THE FULL PATHWAY

The course is taught in stages 1 to 8 (A1 to C1): **the Mastery stage (C2) is offered only on the on-campus courses**. The placement test assigns each student a stage and, within it, the block at which they join. The 40-hour course covers one complete block of the stage. The 70-hour course covers one block and most of the next, completing the second through guided independent work between sessions. In neither case is the whole stage covered, so the course does not lead to progression: students who wish to have the stage certified must sit the full examination on a term or academic-year course, for which

this course leaves them better prepared, or take an official certification examination (DELE, SIELE, ACLES).

SUBJECTS AND WEEKLY TIMETABLE

Subject	Weekly time
Spanish grammar and practice (G)	2 h 30 min
Reading comprehension and written expression (CEE)	2 h 30 min
Listening comprehension and oral expression (CEO)	2 h 30 min
Total	**7 h 30 min**

THE ROLE OF EACH SUBJECT

- **Spanish grammar and practice (G).** Introduces and systematises the grammatical inventory of the block being studied. It always starts from a sample of spoken or written language, from which students draw out the regularity before it is formulated, and it incorporates the drilling and automatisation of the forms introduced.
- **Reading comprehension and written expression (CEE).** Works on the written genres of the stage, giving priority to those used in academic life: note-taking, summary, report and coursework assignment, according to level. Reading strategies are taught explicitly, and every text read is paired with the writing of a text in the same genre.
- **Listening comprehension and oral expression (CEO).** Develops the comprehension of spoken Spanish and oral production and interaction, using material from the university classroom (lectures, talks, tutorials) as well as everyday conversation. It incorporates pronunciation work and exposure to the different varieties of Spanish.

Implications for assessment: This course does not apply the stage progression examination. The mark is derived from continuous assessment, from work done between sessions and from a final test on the content actually covered.

FRAME OF REFERENCE

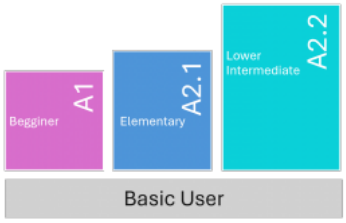
The curriculum rests on the *Common European Framework of Reference for Languages* (2001) and its *Companion Volume* (2020), and on the *Plan curricular del Instituto Cervantes* (2006), from which it takes the three dimensions of the learner (social agent, intercultural speaker, autonomous learner) and the twelve content inventories that organise the content sections of each stage.

An action-oriented approach with task-based sequences; contextualised presentation before systematisation; Spanish as the language of the classroom from the first session; a pan-Hispanic treatment of the language (the Castilian variety as the productive reference, receptive exposure to all

varieties); error understood as evidence of interlanguage; portfolio work and self-assessment using "can do" descriptors; use of the immersion setting through fieldwork tasks.

STAGE SYLLABUSES

STAGE 1 · BEGINNER (A1)



IDENTITY

Students improve their competence in Spanish, with support from their interlocutor, in the most predictable situations of daily life in Madrid and of their academic life.

OBJECTIVES

- **Reading:** understand names, words and very simple phrases on signs, catalogues, forms and advertisements; locate a specific piece of information in a very short text.
- **Listening:** recognise basic words and expressions about themselves, their family and their immediate surroundings, provided people speak slowly and clearly.
- **Spoken production:** use simple phrases to describe where they live and the people they know.
- **Spoken interaction:** ask and answer questions about personal details; take part in very simple exchanges with help from the interlocutor.
- **Written production and interaction:** fill in forms; notes and short messages; strengthen written expression for assignments, improve preparation for examinations and enrich vocabulary.
- **Mediation:** pass on a simple, predictable piece of information (price, time, address) with gestural and visual support.

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CONTENT

Spanish grammar and practice. Gender and number of nouns and adjectives. Definite and indefinite articles. Demonstratives and unstressed possessives. Basic numerals and quantifiers. Subject pronouns and subject omission. Present indicative: regular verbs, stem-changing verbs, first-person irregulars and wholly irregular verbs. Contrast between ser / estar / hay. Reflexive verbs of daily routine. Gustar, encantar and doler with indirect object pronouns. Verbal periphrases ir a, tener que, querer and poder + infinitive; estar + gerund. Question words and negation. Basic prepositions and contractions. Connectors y, o, pero, porque, también, tampoco. Spelling: the alphabet and sound-spelling correspondence, capital letters, the correspondences c/qu/k, g/gu/j, b/v, h, ll/y, r/rr, and opening punctuation marks.

Reading comprehension and written expression. Reading very short, predictable texts: form, record card, sign, advertisement, menu, timetable, list and text message. Strategies of prediction from format and of inference from context and images; use of dictionaries and apps. Writing forms, notes, postcards and short messages; first classroom notes. Vocabulary: personal identification and documents, family, physical appearance and character, housing, the classroom and studies, numbers, time and the calendar, daily life and free time, food, shops and prices, the city and its services, the weather.

Listening comprehension and oral expression. Pronunciation: the five-vowel system, consonants of general difficulty, syllable and stress, declarative and interrogative intonation. Functions: greeting and saying goodbye, introducing oneself, spelling out loud, asking for and giving personal information, describing people, objects and places, expressing existence and location, talking about likes, routine and frequency, telling the time and the date, ordering in a bar, shopping, talking about immediate plans and asking for permission, favours and clarification. Opening and closing formulas, contact-control markers and the first distinction between tú / usted. Spoken genres: conversation on personal topics, transactions in a shop or bar, and classroom instructions. Cultural references: Spain and the Spanish-speaking world, Madrid and university life, timetables and mealtimes, greetings and forms of address.

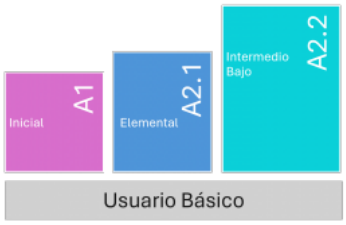
ASSESSMENT

Final course test, set by the CCEE on the content actually taught. It consists of reading comprehension, listening comprehension, written expression, spoken production and interaction, and language in use, with tasks designed by the centre and oriented towards the academic use of Spanish. At this stage particular weight is given to accuracy in the basic forms and to the ability to give and ask for personal information. Pass mark: 60 % overall and a minimum of 50 % in each skill.

Class attendance and participation, homework and additional activities will also be assessed. Attendance is compulsory for 80% of the course.

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STAGE 2 · ELEMENTARY (A2.1)



IDENTITY

Students gain access to the past and with it to the narration of their own experience. They stop depending on their interlocutor in everyday transactions and begin to manage social relationships (arranging to meet, invitations, excuses).

OBJECTIVES

- **Reading:** understand short, predictable texts (personal emails, leaflets, instructions, advertisements) and identify specific information.
- **Listening:** understand the essentials of messages, announcements and simple conversations on familiar matters, when clearly articulated.
- **Spoken production:** narrate past events and describe experiences in a series of linked sentences.
- **Spoken interaction:** cope with everyday transactions and brief social exchanges; arrange to meet and respond to invitations.
- **Written production:** write emails and personal messages of a narrative kind using basic connectors.
- **Mediation:** convey the main content of a short, simple text to a third party.

CONTENT

Spanish grammar and practice. Present perfect: forms, irregular participles and time markers. Regular and irregular preterite. Contrast between present perfect and preterite. Direct object pronouns and combined pronouns; position with infinitives and gerunds. Comparatives and superlatives. Affirmative imperative. Verbal periphrases acabar de, volver a, empezar a, seguir + gerund and soler. Relative clauses with que and donde. Spelling: general rules of accentuation, frequent diacritical accents and punctuation in narrative texts.

Reading comprehension and written expression. Reading personal emails, blog entries, short biographies, recipes, invitations and leaflets. Strategies of selective and global reading and lexical inference through word families. Writing emails and simple narrative texts with sequence markers; prior

planning and self-correction using a correction code. Vocabulary: neighbourhood, transport and finding one's way, travel and accommodation, the body and health, occupations and work, life stages, everyday technology, household chores and moods.

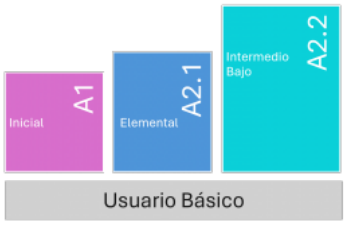
Listening comprehension and oral expression. Pronunciation: diphthongs, triphthongs and hiatus, linking between words, and intonation in narrative and in lists. Functions: recounting past events and experiences, talking about one's own life and other people's, arranging to meet, inviting, making excuses, giving instructions and directions, giving advice, describing symptoms, comparing and making basic evaluations. Holding and yielding the turn, reformulation and softening of requests. Spoken genres: simple telephone conversation, short interview, account of an experience and medical appointment. Cultural references: festivals of the Hispanic calendar, regional gastronomy, and healthcare and housing in Spain.

ASSESSMENT

Final course test, set by the CCEE on the content actually taught. It consists of reading comprehension, listening comprehension, written expression, spoken production and interaction, and language in use, with tasks designed by the centre and oriented towards the academic use of Spanish. At this stage particular weight is given to accuracy in the basic forms and to the ability to give and ask for personal information. Pass mark: 60 % overall and a minimum of 50 % in each skill.

Class attendance and participation, homework and additional activities will also be assessed. Attendance is compulsory for 80% of the course.

STAGE 3 · LOWER INTERMEDIATE (A2.2)



IDENTITY

This stage closes level A2. Students complete the past-tense system with description, gain access to the future and to the conditional of politeness, and handle everyday paperwork and disputes. On passing this stage they obtain full CEFR level A2.

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OBJECTIVES

- **Reading:** understand the general idea and the relevant details of simple texts with predictable content, including official notices and advertisements for services.
- **Listening:** understand conversations and messages on everyday matters, including complaints and announcements.
- **Spoken production:** describe people, places and past habits; talk about plans and projects.
- **Spoken interaction:** deal with simple administrative matters and complaints; express opinions, agreement and disagreement in a basic way.
- **Written production:** write semi-formal emails, simple descriptive and narrative texts and forum messages.
- **Mediation:** pass on notices and instructions; explain a cultural practice, their own or another's, in simple terms.

CONTENT

Spanish grammar and practice. Imperfect and its contrast with the preterite in narrative. Extended contrast between ser / estar. Future simple and its contrast with ir a + infinitive. Conditional simple of politeness and advice. Negative imperative and an introduction to the present subjunctive in limited contexts. Introduction to the pluperfect. Reported speech in the present. Impersonal se and the reflexive passive. Real conditionals. Hay que + infinitive. Connectors of cause, consequence and contrast. Spelling: accentuation of diphthongs, hiatus and monosyllables, and punctuation in semi-formal emails.

Reading comprehension and written expression. Reading official notices, advertisements for services, short news items, forums and simple informative texts. Strategies for locating specific information and identifying the purpose of a text. Writing semi-formal emails of request and complaint, a basic CV, a simple summary and forum messages; matching register to channel. Vocabulary: administrative matters and services, renting, consumer affairs and complaints, media and social networks, culture and leisure, university life, the environment and job hunting.

Listening comprehension and oral expression. Pronunciation: expressive intonation of surprise, doubt, politeness and emphasis; pauses and segmentation in reading aloud; recognition of varieties of Spanish. Functions: describing habitual actions in the past, making predictions and talking about projects, expressing wishes and intentions, making polite requests, complaining and making claims, resolving a problem, passing on messages, expressing feelings, setting conditions and arguing in a basic way. Intensification and softening; partial agreement. Spoken genres: short prepared presentation, simulated complaint and basic debate. Cultural references: cinema, short literature and the press in Spanish; the Spanish of the Americas.

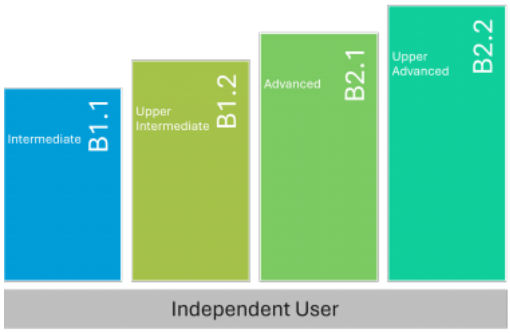
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ASSESSMENT

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Class attendance and participation, homework and additional activities will also be assessed. Attendance is compulsory for 80% of the course.

STAGE 4 · INTERMEDIATE (B1.1)



IDENTITY

Entry into the independent user. Students take on the subjunctive and with it the expression of wishes, evaluation and feelings; they begin to give reasoned opinions and to handle two time frames within a narrative.

OBJECTIVES

- **Reading:** understand texts written in everyday language on familiar topics, including the description of events, feelings and wishes.
- **Listening:** understand the main points of clear speech on everyday, work-related or study-related matters.
- **Spoken production:** link phrases to describe experiences, events and ambitions; narrate using different time frames.
- **Spoken interaction:** take part spontaneously in conversations on familiar topics; give brief reasons for opinions.

- **Written production:** write simple, cohesive texts on familiar topics or topics of personal interest.
- **Mediation:** summarise and pass on the content of a clear text; help communication along in multilingual groups.

CONTENT

Spanish grammar and practice. Present subjunctive: regular and irregular forms and uses in noun clauses of wish, feeling, evaluation and request; contrast with the indicative. Imperative with pronouns. Pluperfect and sequence of past tenses. Relative clauses with indicative and subjunctive. Temporal clauses with cuando + subjunctive. Purpose clauses with para que. Verbal periphrases llevar + gerund, ponerse a, dejar de and estar a punto de. Markers of organisation, addition and contrast. Spelling: accentuation of hiatus and compound words, and punctuation in the service of cohesion.

Reading comprehension and written expression. Reading texts written in everyday language on familiar topics and descriptions of events, feelings and wishes. Introductory academic reading strategies: identifying the main idea, ranking information and structured note-taking. Writing professional emails, reviews, descriptive reports and summaries; planning by paragraphs and revising. Vocabulary: education and academic life, work, housing and living together, health and well-being, personal relationships, emotions and character; collocations, prefixation and suffixation.

Listening comprehension and oral expression. Understanding clear speech on everyday, work-related or study-related matters, including university lectures with support. Pronunciation: breath groups and pauses in extended discourse, intonation of doubt and concession. Functions: expressing wishes, feelings and reactions, evaluating, giving and justifying opinions, giving nuanced advice, expressing probability and narrating with anteriority and simultaneity. Softening and intensifying and negative politeness in requests. Spoken genres: presentation with visual support, interview and extended narrative. Cultural references: the territorial and political organisation of Spain, the university system and linguistic diversity in the Iberian Peninsula.

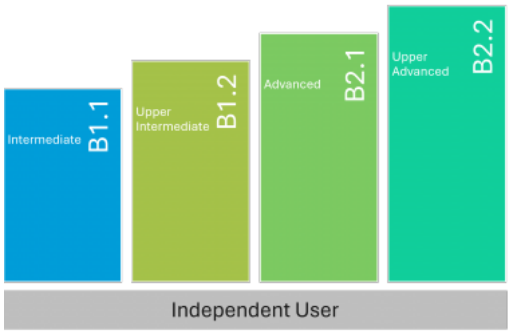
ASSESSMENT

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Class attendance and participation, homework and additional activities will also be assessed. Attendance is compulsory for 80% of the course.

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STAGE 5 · UPPER INTERMEDIATE (B1.2)



IDENTITY

This stage closes level B1 and consolidates the threshold of autonomy. Students argue a case, formulate hypotheses, report other people's words and handle complaints and negotiations with nuance. On passing this stage they reach full CEFR level B1, the level most often required for academic and professional purposes.

OBJECTIVES

- **Reading:** understand opinion pieces and popular science or general-interest articles; follow a simple line of argument.
- **Listening:** understand radio and television programmes on topics of interest and clear speech of some length.
- **Spoken production:** describe experiences, dreams and ambitions; justify and explain plans and opinions; tell a story and the reaction it provokes.
- **Spoken interaction:** cope with almost every situation arising while travelling or dealing with officialdom; take part in a simple debate.
- **Written production:** write cohesive argumentative texts and letters describing experiences and impressions.
- **Mediation:** synthesise two sources on the same subject; explain and compare cultural practices.

CONTENT

Spanish grammar and practice. Conditional simple: hypothesis, advice and politeness. Future perfect and probability. Reported speech with backshift. Concessive clauses with aunque + indicative. Causal, consecutive and purpose clauses. The values of se. Introduction to the periphrastic passive. Verbal

periphrases seguir sin, acabar por and venir + gerund. Markers of contrast, conclusion and reformulation. Structures of comparison and proportion. Spelling: punctuation in argumentative texts and the conventions of the formal letter.

Reading comprehension and written expression. Reading opinion pieces and general-interest articles; following a simple line of argument and comparing two sources. Writing formal letters of request and complaint, short opinion articles, critical reviews and reports, with introduction, development and conclusion; structural revision of the draft. Vocabulary: household economy and consumer affairs, the media, technology and the internet, the environment, travel and the workplace; first idiomatic expressions.

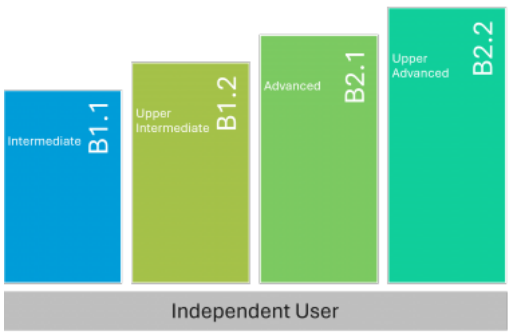
Listening comprehension and oral expression. Understanding radio and television programmes on topics of interest and clear speech of some length. Functions: arguing and counter-arguing in a simple way, expressing partial agreement, formulating hypotheses, making claims and negotiating solutions, reporting other people's words and evaluating. Strategic politeness in complaints and negotiation. Spoken genres: role-based debate, negotiation, informal discussion and interview. Cultural references: recent Spanish history, American varieties of Spanish and language attitudes.

ASSESSMENT

Final course test, set by the CCEE on the content actually taught. It consists of reading comprehension, listening comprehension, written expression, spoken production and interaction, and language in use, with tasks designed by the centre and oriented towards the academic use of Spanish. At this stage particular weight is given to accuracy in the basic forms and to the ability to give and ask for personal information. Pass mark: 60 % overall and a minimum of 50 % in each skill.

Class attendance and participation, homework and additional activities will also be assessed. Attendance is compulsory for 80% of the course.

STAGE 6 · ADVANCED (B2.1)



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IDENTITY

Students enter structured argumentation and the realm of the unreal: the imperfect subjunctive and unreal conditionals allow them to work with hypotheses and to qualify their commitment to what they say. Accuracy ceases to be the dominant criterion in favour of effectiveness.

OBJECTIVES

- **Reading:** understand articles and reports on contemporary issues in which the writer adopts a particular stance.
- **Listening:** understand extended speech and lectures and complex lines of argument on relatively familiar subjects.
- **Spoken production:** give clear, detailed descriptions on a wide range of subjects; defend a point of view setting out advantages and disadvantages.
- **Spoken interaction:** take part in conversation with fluency and spontaneity; contribute actively to a debate.
- **Written production:** write clear, detailed texts; essays or reports that convey information or argue a case.
- **Mediation:** convey the detailed content of complex texts on familiar subjects; reformulate for different audiences.

CONTENT

Spanish grammar and practice. Imperfect subjunctive: forms and uses. Unreal conditionals in the present. Subjunctive in adjectival, temporal, purpose and manner clauses. Sequence of tenses between indicative and subjunctive. Aspectual and modal periphrases. Ser and estar with participles and adjectives: nuances. Impersonal constructions. Argumentative and counter-argumentative connectors. Introduction to nominalisation. Spelling: punctuation in the service of argument.

Reading comprehension and written expression. Reading articles and reports on contemporary issues in which the writer adopts a particular stance. Academic reading strategies: source management, hierarchical note-taking and identification of the thesis. Writing opinion articles, argued reports, reviews and expository texts with sources, through drafts and with structural revision. Vocabulary: academic and scientific fields, economics and business, politics and society, health, sustainability and technology; synonymy, connotation and restricted collocations.

Listening comprehension and oral expression. Understanding extended speech and lectures and complex lines of argument on relatively familiar subjects. Pronunciation: rhythm and grouping in extended discourse, intonation of concession and emphasis, recognition of elision in rapid speech. Functions: arguing with a structure, qualifying and modalising, grading certainty and doubt, formulating

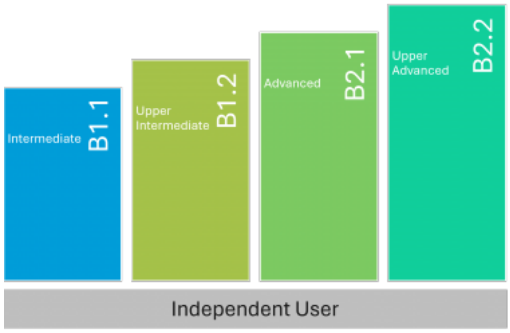
unreal hypotheses, reformulating, persuading and dissuading. Managing turns in debate. Spoken genres: formal debate, short paper and comment on current affairs. Cultural references: contemporary history, institutions and current social debates.

ASSESSMENT

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Class attendance and participation, homework and additional activities will also be assessed. Attendance is compulsory for 80% of the course.

STAGE 7 · UPPER ADVANCED (B2.2)



IDENTITY

This stage closes level B2 and with it the independent user. Students reach the degree of fluency and spontaneity that makes normal interaction with native speakers possible without strain for either party. It is the stage that opens the way to full university study.

OBJECTIVES

- **Reading:** understand contemporary literary prose and specialised articles written for a general readership; appreciate the writer's stance.
- **Listening:** understand most audiovisual media in standard language and speech whose structure is implicit.

- **Spoken production:** develop a topic clearly and in detail, integrating sub-themes and rounding off with a conclusion.
- **Spoken interaction:** defend positions in demanding debates and interviews; adapt register to the interlocutor.
- **Written production:** write short essays, reports and critical reviews with a logical structure.
- **Mediation:** mediate in communicative conflicts; synthesise divergent sources while preserving nuance.

CONTENT

Spanish grammar and practice. Unreal conditionals in the past: pluperfect subjunctive and conditional perfect. Full sequence of tenses. Subjunctive in concessive and causal clauses. Complex reported speech with adjustment of deictics and tenses. Alternation between periphrastic and reflexive passive. Discourse uses of the article. Future and conditional of conjecture. Nominalisation and condensation of information. Spelling and typographic conventions: the conventions of academic writing, citations, quotation marks and italics.

Reading comprehension and written expression. Reading contemporary prose and specialised articles written for a general readership, with appreciation of the writer's stance. Writing short essays, academic summaries, critical reviews and professional correspondence; synthesising divergent sources and citing their provenance. Vocabulary: law and administration in non-specialist register, art and culture, the language of journalism and advertising, frequent phraseology, euphemisms and pan-Hispanic lexical variation.

Listening comprehension and oral expression. Understanding most audiovisual media in standard language and speech whose structure is implicit. Functions: arguing in demanding contexts, expressing regret and reproach, formulating counterfactual hypotheses, criticising and evaluating from a distance, adapting discourse to different audiences and using irony appropriately. Implicatures and presuppositions; complex politeness. Spoken genres: job interview, discussion programme, defence of a position and critical commentary. Cultural references: twenty-first-century literature, the press and public opinion, diatopic variation and debates on identity.

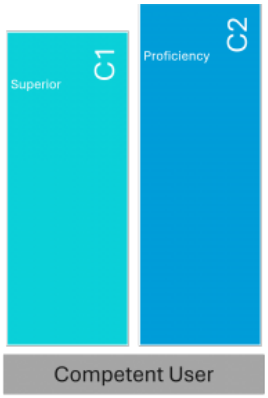
ASSESSMENT

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Class attendance and participation, homework and additional activities will also be assessed. Attendance is compulsory for 80% of the course.

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STAGE 8 · SUPERIOR (C1)



IDENTITY

Students express themselves fluently and spontaneously without much obvious searching for expressions, and use the language flexibly and effectively for social, academic and professional purposes. The focus shifts from accuracy to precision, nuance and the organisation of extended texts.

OBJECTIVES

- **Reading:** understand long and complex texts, literary or factual, appreciating distinctions of style; understand specialised articles and lengthy technical instructions.
- **Listening:** understand extended speech even when it is not clearly structured; follow programmes and films without much effort.
- **Spoken production:** give descriptions and arguments on complex subjects, integrating sub-themes and closing with an appropriate conclusion.
- **Spoken interaction:** express themselves fluently without much obvious searching for the right expression; use the language flexibly and effectively.
- **Written production:** write well-structured texts on complex subjects, highlighting the salient points.
- **Mediation:** convey complex and specialised texts accurately, adapting them to different recipients; mediate in delicate situations.

CONTENT

Spanish grammar and practice. Complex sequences of tenses and reported speech in the past. Alternative conditional constructions (a menos que, siempre que, con tal de que, de haberlo sabido, como + subjunctive). Concessive and consecutive clauses of nuance. Emphatic and focus structures.

Absolute constructions with participles and gerunds. Discourse uses of the article, the gerund and the infinitive. The full range of adverbial subordination. Thematisation and changes in word order. Ellipsis and informational density. Choice of mood in ambiguous contexts. Academic typographic conventions: citations, notes and references.

Reading comprehension and written expression. Reading long and complex texts, literary or factual, with appreciation of distinctions of style, and specialised articles and lengthy technical instructions. Writing academic essays, specialised articles for a general readership, technical reports, literary commentaries and institutional correspondence; independent management of sources and bibliography and writing in phases. Vocabulary: academic and professional terminology, legal and administrative language in non-specialist register, literary and critical vocabulary, set phrases and everyday proverbs, neologisms and connotative nuance.

Listening comprehension and oral expression. Understanding extended speech even when it is not clearly structured, and programmes and films without much effort. Prosody in planned discourse, expressive intonation and control of pace in presentations. Functions: arguing with nuance and counter-arguing, hinting and suggesting indirectly, modalising epistemic commitment, synthesising and evaluating divergent sources, negotiating and persuading in professional contexts and making aesthetic judgements. Spoken genres: academic paper, defence of a piece of work, specialised debate and negotiation. Cultural references: Hispanic literary and artistic movements, the history of ideas and political and legal systems.

ASSESSMENT

Final course test, set by the CCEE on the content actually taught. It consists of reading comprehension, listening comprehension, written expression, spoken production and interaction, and language in use, with tasks designed by the centre and oriented towards the academic use of Spanish. At this stage particular weight is given to accuracy in the basic forms and to the ability to give and ask for personal information. Pass mark: 60 % overall and a minimum of 50 % in each skill.

Class attendance and participation, homework and additional activities will also be assessed. Attendance is compulsory for 80% of the course.

OVERALL ASSESSMENT OF THE COURSES

TYPES OF ASSESSMENT

Type	When	Instrument	Purpose
Diagnostic	15 days before the start	Online placement test, with an interview in borderline cases	To assign a stage

Online Spanish Course

Type	When	Instrument	Purpose
Formative	Ongoing	Observation grids, tasks, drafts, recordings, short tests	To steer the learning process
Summative	Final week	Final course test	To certify the content covered and advise on how to continue
Self-assessment	Ongoing	Portfolio and "can do" descriptors	To foster autonomy

The initial placement test is taken online about 15 days before the course begins, in order to assign each student the appropriate level. Students may be reassigned if, once the course has started, their level needs to be reconsidered and recalibrated.

The final test on this course is a reduced version of the stage examination, calibrated against the blocks actually taught and with the written tasks oriented towards the academic use of the language. It does not replace the stage progression examination.

ASSESSMENT CRITERIA

A 0 to 5 scale in six categories, with descriptors adjusted to the stage: **appropriateness, coherence and cohesion, accuracy, range, fluency and pronunciation** (the last of these only in spoken production). In the A stages accuracy carries more weight; from Advanced onwards appropriateness and range do.

Spanish grammar and practice (G)

- Recognises and understands the grammatical structures corresponding to their level of competence.
- Uses correctly the grammatical forms and structures worked on in spoken and written activities.
- Applies the morphosyntactic rules of Spanish with a degree of precision appropriate to their level.
- Identifies and corrects frequent grammatical errors in their own work and in that of others.
- Uses the linguistic resources studied to cope with communicative situations typical of their level.
- Uses vocabulary and structures appropriate to the context and to the communicative intention.
- Takes an active part in activities involving interaction and linguistic mediation.
- Shows increasing autonomy in the use of learning and communication strategies.

Reading comprehension and written expression (CEE)

- Understands written texts appropriate to their level, identifying general and specific information.

- Interprets the meaning of texts taking account of context and communicative intention.
- Produces written texts that are coherent, cohesive and appropriate to the task set.
- Uses grammatical, lexical and spelling resources in keeping with their level of competence.
- Revises and improves their written work through self-correction strategies.

Listening comprehension and oral expression (CEO)

- Understands spoken messages relating to communicative situations typical of their level.
- Identifies relevant information, main ideas and specific details in different types of listening material.
- Speaks clearly, using structures and vocabulary appropriate to their level.
- Takes part in conversations and communicative exchanges, respecting turn-taking and the basic norms of interaction.
- Uses communication strategies to resolve difficulties in oral comprehension and expression.

COURSE MARK

Component	Weighting range (%)
Continuous assessment and class participation	30-50
Homework (portfolio)	20-30
Final course test	30-50

Passing the course: 60 % overall and no less than 50 % in any one skill.

COURSE CERTIFICATE

Certificate of achievement: passing the final test and attending regularly, with a minimum of 80 % of the sessions. The certificate states the reference stage, the content covered and the number of hours; it does not certify completion of the stage, which requires the full examination on a term or academic-year course.

TEACHING STAFF

All teachers are university graduates and specialists in the teaching of Spanish.

FEES

Hours	Price (€)
40 hours (7 h 30 min/week)	€495
70 hours (7 h 30 min/week)	€825