

**The Center for Cross-Cultural Study  
Universidad de Alicante  
Centro Superior de Idiomas**

**SPAN 204UA INTERMEDIATE SPANISH II**

**Level A2+**

This course corresponds to the Common European Frame of Reference (CEF) and consists of 60 class hours.

**General Objectives**

In accordance with the CEF, upon completion of this level, a student will:

- Be able to narrate experiences, actions, and events of the past, as well as the plot of a story or newspaper article, while indicating the relation between various actions and between these and the circumstances in which they occurred.
- Know how to make connections between two moments in the past.
- Be able to identify specific information in articles and news briefs.
- Be able to recognize the distinct schemes of intensities in Spanish.
- Be able to recognize and employ correct use of accent marks.
- Be able to make promises.
- Be capable of making justifications and excuses for something that should have been completed.
- Be able to speak of things in the present or future of which we are unsure.
- Know how to make predictions.
- Know how to speak of future actions that depend on a condition for completion.
- Be able to express desires.
- Know how to ask for something courteously.
- Know how to describe a personal problem.
- Be able to utilize a series of expressions and phrases to express desire.
- Be able to understand and write congratulatory notes.
- Know how to talk about that which is permitted or prohibited.
- Know how to ask and give permission.
- Be able to invite and make offers.
- Know how to write personal notes that give instructions.
- Be able to manage family life situations.

**Grammatical, Lexical, and Pragmatic Content**

In accordance with the CEF, upon completion of this level, a student will understand and utilize:

- Use of the imperfect preterite to describe the circumstances in which the event came about.
- Contrast perfect/undefined/imperfect preterite.
- *Estar* (imperfect) + gerund.

- Vocabulary of popular stories.
- Adjectives that describe fictional characters.
- Formulas for beginning and ending a story: *erese una vez, había una vez, colorín Colorado este cuento se ha acabado, fueron felices y comieron perdices...*
- Political vocabulary.
- Vocabulary related to the recent history of Spain.
- News and media vocabulary.
- Stressed syllables: *agudas, llanas, and esdrújulas*.
- General rules for accent marks.
- Imperfect future: morphology and use to make promises.
- *Es que* + indicative.
- Vocabulary for homework and daily tasks.
- Use of the future to express insecurity, speaking indirectly about a topic, and making predictions.
- Contrast *ir a* + infinitive/imperfect future.
- Expressions of future.
- Vocabulary related to cities and transportation.
- *Si* + present indicative + imperfect future.
- Morphology of the simple conditional.
- Use of the simple conditional to express desire.
- Use of the conditional to express courtesy.
- Vocabulary of the medicine cabinet and pharmacy.
- Use of the conditional in giving advice.
- *Deber/tener/poder* (conditional) + infinitive.
- Vocabulary of personal relationships and feelings.
- Present subjunctive: morphology of the most commonly used regular and irregular verbs.
- *Espero/quiero que* + present subjunctive.
- *Ojalá que* + present subjunctive.
- *Está permitido/prohibido que* + present subjunctive.
- Vocabulary of laws.
- Affirmative and negative imperative: morphology of most commonly used regular and irregular verbs.
- Use of the imperative to ask and give permission, invite and offer, give instructions, and express prohibition.
- Formulas for giving permission: *Desde luego, por supuesto, vale...*
- Vocabulary for household tasks and objects.

### **Sociocultural Content**

In accordance with the CEF, upon completion of this level, the student will know:

- Literature II: Rafael Sánchez Ferloiso and José Agustín Goytisolo.
- Literature III: children's stories.
- Spanish History I: More relevant events of recent Spanish history. The role of King Juan Carlos I in recent Spanish history.
- Written press in Spain: most popular newspapers, reading indexes, etc.
- Current Spanish society VI: city transportation: current situation, most frequent problems, future projects.

- Family celebrations: birthdays.
- Norms and prohibitions: differences between nations.
- Current Spanish society VII: the family: distribution of roles and norms of family life.

## **Methodology**

The methodological focus of this course will emphasize the student's ability to cope in real communicative situations, but without forgetting to be conscious of the rules and practice of grammatical and lexical aspects.

For the development of this communicative methodology, integration is necessary in four skill areas: auditory comprehension, reading comprehension, written expression, and oral expression. Coherent and balanced development in these skills will guarantee that the student be able to produce thoughts and ideas in both the classroom as well as in the social and cultural atmosphere in which she or he will be immersed. This will help with personal and academic enrichment. It will strengthen the interculturality of the classroom and emphasize integration, respect, and tolerance of the diverse cultures present in the Spanish classroom. Another important aspect will be the inclusion and comparison of different social and cultural aspects as much in Spain as in Latin America.

Each of these skills requires different learning strategies, though these methods should not exclude one another. The goal will be that the student develop each communicative skill equally.

## **Bibliography: Books and Materials**

EQUIPO PRISMA (2003) Prisma continúa, A2, Madrid, Edinumen.

AIXALÁ, E., MUÑOZ, M. y MUÑOZ, E. (2004) Prisma de ejercicios, A2, Madrid, Edinumen.

MORENO, C. y ZURITA, P. (2003) La banda de París, Madrid, SGEL.

## **Evaluation**

The student evaluation system used in Centro Superior de Idiomas consists of two components: self-evaluation and evaluations of knowledge and level attained.

With the self-evaluation, for which a file has been created using the scales, levels, and definite descriptors of the CEF, students will:

- become conscious of his/her own learning style
- become conscious of the progress made, and
- develop more autonomy.

With the evaluation of knowledge and level attained, which also has a model based on communication objectives, works to determine what the student has managed to learn at the end of the course. It is an evaluation in terms of *ability*, as defined by the CEF. For this purpose, it will emphasize the following concepts:

1. Participation, interest, and progress                      15%

2. Daily work <sup>1</sup>	15%
3. Exams <sup>2</sup> and/or homework	70%

It is necessary to mention that the Centro Superior de Idiomas, as a university institution, follows the same norms as the University of Alicante in terms of attendance.

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<sup>1</sup> By daily work, we mean the combination of homework and exercises that the student will complete throughout the course, in or outside of class, to complete the communicative objectives of each didactic unit. It includes, for example, written expression exercises of distinct types of texts (minimum of four), readings (for each section a reading is selected) and a combination of activities that range from the more formal (fill in the blanks, drills, question and response, working in partners or self-correction of errors) to the more communicative (debates, interviews, role play, simulations, activities in partners, etc.).

<sup>2</sup> The exams are the formal tests that occur in the middle or end of the course. These are sustained in the belief that the formal evaluation should determine the measurement at which the students are capable of completing the communicative objects and for this reason, are designed following the same criteria used for specifying the didactic objectives. It does not attempt to measure only the grammatical knowledge of the student, but what the student is capable of doing with his/her oral and written understanding. The exam consists of:

- various exercises of grammatical, lexical, and pragmatic understanding, which include fill in the blanks, multiple choice, free or semi-controlled response, finding and correcting errors, textual coherence and cohesion, etc.
- a text for reading comprehension,
- a text for written expression and
- an oral expression test, in which the student must speak and/or converse.