

*The Center for Cross-Cultural Study*  
*University of Alicante*  
*Alicante, Spain*  
Sociedad de Relaciones Internacionales

**SPAN 309UA Advanced Spanish II**

**Level B1**

This course is based upon the Common European Frame of Reference (CEF) system, and consists of 60 contact hours.

**General Objectives**

In accordance with the CEF, upon completing this level a student will be capable of the following:

- Be able to speak of social customs.
- Interact in social situations that can raise issues of cultural misunderstandings.
- Know the necessary interactions to complete a purchase in different contexts.
- Be able to speak of experiences and past events while establishing the relationship between the events and their contexts.
- Be able to narrate a story.
- Be able to organize speech and control communication: to repeat, question, doubt, summarize, expand on information, express, and provoke curiosity.
- Be able to give and understand detailed instructions.
- Know how to advise and react to advice.
- Be able to give orders.
- Know how to express desires for the self and for others.
- Be able to understand and react to a desire.
- Be able to express probability.
- Be able to state the past in the future.
- Know how to apologize for an action or occurrence.
- Be able to express surprise or worry.
- Be able to calm another person when presented with worry.
- Know how to respond to feelings like surprise and astonishment.
- Be able to speak about plots of movies and books and describe reactions to them.
- Be able to spontaneously participate in a conversation or informal debate about themes in daily life or topics of interest: be able to ask for and express opinions and briefly defend them, be able to organize ideas within a speech, be able to emphasize on a theme or part of an argument, know how to express total and partial agreement as well as disagreement.
- Be able to summarize and give an opinion on articles or debates.
- Be able to recognize basic expressions in the intonation of the opinion.

## Grammatical, Lexical, and Pragmatic Content:

In accordance with the CEF, upon completing this level a student will know and be able to utilize:

- Expression of the *impersonalidad* to speak of customs (*la gente, la mayoría, los españoles, todo el mundo, se + verbo en tercera persona, segunda persona, etc.*).
- Use of the present tense to describe customs.
- Indicative Pluscuam Perfect Preterite : morphology and how to state the past in the future.
- Systematic contrast of the preterite.
- Relation in textual coherence and cohesion: *por eso, como, al cabo de, en ese momento, pero, sin embargo, mientras, por un lado... por otro, al final...*
- Common vocabulary in tabloids.
- Affirmative and negative imperative: regular and irregular (emphasis)
- Imperative and pronouns.
- Colloquial imperative: *venga, vamos, vaya, no me digas...*
- Gastronomic and cooking vocabulary.
- Human body vocabulary: parts of the body, internal organs, and muscles.
- Exercise vocabulary: actions and objects related to physical activity.
- Present subjunctive: verbos regulares e irregulares (emphasis).
- Noun + subjunctive with verbs of desire and feeling: *espero que, deseo que, quiero que, me encanta que, me molesta que...*
- Forms of expressing desires: *que te mejores...*
- Vocabulary related to teaching and the education system.
- Future perfect tense: morphology and uses.
- Similarities and differences between future imperfect, future perfect, and conditional in the expression of probability.
- Common markers of probability + indicative: *me parece que, supongo que, a lo mejor, creo que...*
- Common markers of probability + present subjunctive: *Es probable que, puede que, es posible que...*
- Vocabulary used outside of school.
- Forms of expressing surprise, worry, and calm: *¡Qué raro!, ¡Qué extraño!, ¿Qué pasará?, ¿Les habrá pasado algo?, ¡No te preocupes!, ¡No pasará nada!...*
- Markers of probability + indicative or present subjunctive to make conjectures: *quizá, tal vez, posiblemente, probablemente.*
- Movie and literature vocabulary.
- Opinion verbs +indicative/subjunctive: *creo que/no creo que, me parece/ no me parece que, estoy/ no estoy de acuerdo con que...*
- Expressions of certainty + indicative: *es cierto / evidente / verdad, está claro...*
- Expressions of certainty in negative forms + present subjunctive: *no es cierto / evidente / verdad, no está claro...*
- Expressions of value + que + present subjunctive: *me parece / es / está + adjetivo / adverbio...*
- Structure *lo más / menos + adjective + es.*
- Ecological and environmental vocabulary.
- Idiomatic expressions with names of animals.
- Spelling and pronunciation: variations of significance in expressions of value depending on intonation.

## **Sociocultural Content:**

In accordance with CEF, upon completing this level a student will know:

- Behavioral patterns in social situations that can raise issues of cultural misunderstandings.
- Intercultural consciousness of schedules, body language, and proxemics.
- Traditional commerce: small businesses, and markets.
- Latin America I: an approach to the recent history of Argentina: the Disappeared and the dictatorship.
- Current Spanish society I: the height of the tabloids.
- Courtesy in relation to orders and instructions.
- Spanish gastronomy: the most representative dishes of each region.
- Current Spanish society II: taking care of the body.
- Social conventions in relation to the formulation of desires.
- Spain's organization of the education system.
- The university in Spain: most popular majors.
- Spain's system for school vacations.
- Periphrasis *tenía que + infinitivo compuesto*.
- *Por qué no + conditional*.
- Literature I: Gabriel García Márquez and magical realism.
- Current Spanish society III: Spanish attitudes about the environment.
- Endangered natural territories in Spain.

## **METHODOLOGY:**

The methodological focus will be communicative so that students can thrive in real situations without forgetting the conscious learning of rules and practice focused on grammar and vocabulary.

For the conscious development of communicative methodology, it is necessary to be integrated in auditory and reading comprehension, as well as written and oral expression. The development and balance between these skills will guarantee the understanding and later use of acquired knowledge by the student as much in the classroom as in a sociocultural atmosphere in which s/he is immersed. It will foment the *interculturalidad* in the classroom to favor integration, respect, and tolerance towards cultural diversity in the Spanish classroom. Another important aspect would be the incorporation and comparison of the different social and cultural aspects as much in Spain as in Latin America. Each of these skills requires different learning strategies, but not isolated from one another, so the student can develop all communicative abilities.

For the selection of complementary materials, the emphasis will be on the motivation, interest, didactic coherence, and authenticity. Visual and auditory materials will be used to stimulate and enforce learning.

## **BIBLIOGRAPHY: BOOKS AND MATERIALS**

EQUIPO PRISMA (2003) *Prisma progresa, B1*, Madrid, Edinumen.

BUENDÍA, M. A., BUENO, M. y LUCHA, R. M. (2004) *Prisma de ejercicios, B1*, Madrid, Edinumen.

- VV.AA. (1994) *Cosas que pasan*, Madrid, Edelsa. Selección de textos:  
E. Galeano: "Celebración de la desconfianza" y "Celebración de la fantasía"

- R. Gómez de la Serna: “El ladrón erudito”
- M. Benedetti: ““El hombre que aprendió a ladrar” y “Beatriz (los aeropuertos)”
- M. Vicent: “Semáforo”
- Vicente Verdú: “Bloqueados”
- “La muerte”, “El suicida”, de Enrique Anderson Imbert en *Cuentos completos*.

## EVALUATIONS

The student evaluation system used in the course of la Sociedad de Relaciones Internacionales consists of two components: self-evaluation and evaluation of knowledge and achieved level.

With the self-evaluation, for which a table has been designed based on the scale, the levels and defined descriptions in the CEF, the student is expected to:

- Take into account his/her own learning style
- Take into account his/her progress, and
- Develop better autonomy.

With the evaluation of knowledge and achieved level, for which a model has been designed based on communication objectives, it is intended to determine what the student has learned during the course. It consists of an evaluation of *capabilities*, as raised in the CEF. The following concepts are valued:

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|---|------|
| 1. Participation, interest and progress | 15 % |
| 2. Daily work <sup>1</sup>              | 15 % |
| 3. Exams <sup>2</sup> and/or homework   | 70 % |

It is important to mention that la Sociedad de Relaciones Internacionales abides to the same attendance regulations as UA. Therefore, in order to successfully complete a course, the student must attend 80% of classes.

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<sup>1</sup> By *daily work* we mean the combination of homework and exercises that the student completes throughout the course, in the home or in class, to accomplish the communicative objectives of each didactic unit. Including, for example, exercises in different times of written expression (a minimum of four), readings (for each course the student selects one reading) and various activities from the more formal (fill in the blanks, drills, question and response, making corrections in pairs, or self-correction of errors) to the more communicative (debates, interviews, role play, simulations, partner activities, etc.).

<sup>2</sup>Exams are the formal tests in the middle or at the end of the course. They are based in the belief that formal evaluation should determine if the students are capable of completing with the communicative objectives and, therefore, are designed following the same criteria as what we use to specify the didactic objectives. It does not intend to measure only the student’s grammatical knowledge but what s/he is capable of doing with his/her abilities- oral as well as written. The exam consists of:

- grammatical exercises, vocabulary, and pragmatic competency, which includes fill in the blanks, multiple choice, free response, of detection and correction of errors, textual coherence and cohesion,
- a reading comprensión text,
- a written expression text and,
- a oral expression test, in which the student must speak and/or converse.