

## SPANISH LANGUAGE COURSES

### COURSE INFORMATION

**COURSE: Intermediate 1 (A2) CREDITS: 6 ECTS** (European Credit Transfer System)

**TOTAL HOURS: 60 HOURS PER WEEK: 15**

**TUTORING HOURS: 2 hours per week**

Link web <http://www.csidiomas.ua.es/es/cursos/espanol/intensivos>

### MATERIALS

**COMPULSORY TEXTBOOKS:** *Nuevo Prisma A2 edición ampliada: Student's book and workbook*, Edinumen, Madrid. 2013

**MANDATORY READINGS:** "La leyenda del Castillo" de *Historias Cortas para Aprender Español*. Edinumen Madrid. 2011

**COMPLEMENTARY:** *Uso Intermedio*. Ed. Edelsa, Madrid. 2010

Moodle Platform CSI: <https://moodle.csidiomas.ua.es/login/index.php>

ELETECA Platform (online work) <https://eleteca.edinumen.es/>

ELETECA access tutorial: <https://vimeo.com/245381427>

### COURSE DESCRIPTION

Our school curriculum is structured in six levels and 12 modules (two courses per level). The six levels correspond to those established by the Common European Framework of Reference for Languages, from A1 to C2. Each of these levels is subdivided in our Curriculum Plan into two modules so that it is more reliably adjusted to the students' actual level of knowledge and language acquisition.

Access (A1)		Platform (A2)		Threshold (B1)	
A1 (Initial 1)	A1+ Initial 2	<b>A2 Intermediate 1</b>	A2+ Intermediate 2	B1 Upper Intermediate 1	B1+ Upper Intermediate 2
Avanced (B2)		Effective operational mastery (C1)		Mastery or expertise (C2)	
B2 Advanced 1	B2+ Advanced 2	C1 Advanced high level 1	C1+ Advanced high level 2	C2 Upper Level 1	C2+ Upper Level 2

The Intermediate 1 and Intermediate 2 courses correspond to level A2 (Platform) of the Common European Framework of Reference for Languages (CEFR). Level A2 is subdivided into two modules or courses in order to be able to classify students more accurately in relation to their actual language level and to allow for a more gradual progression. Each course or module consists of 60 face-to-face hours of Spanish teaching, at a rate of 3 hours per day, from Monday to Friday for four weeks.

The courses are designed for students with previous knowledge of Spanish. The aim of the course is to provide students with the necessary resources and skills to understand and use frequently used expressions and to express themselves in everyday contexts.

The fundamental objective is that the student, according to his/her particular learning style, develops his/her communicative competence and the methodological approach that best leads us to this objective is the development of a communicative approach.

As for the typology of activities, there is a wide range of activities ranging from the more formal ones (gap exercises, drills, question-answer, transformations, error correction...) to activities which gradually increase communicative freedom.

## ACCESS REQUIREMENTS

In order to be able to take level A2 it is necessary to fulfil one of the following requirements:

- To have passed level A1 at the Centro Superior de Idiomas.
- To have reached level A2 in the Centro Superior de Idiomas Placement Test (only new students).

## LEARNING OUTCOMES

According to the EFR, at the end of this level the learner will be able to:

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., basic information about themselves and their family, shopping, places of interest, occupations, etc.).
- Communicate in simple, everyday tasks requiring only simple and direct exchanges of information on familiar or routine matters.
- Describe in simple terms aspects of their past and their environment, as well as matters related to their immediate needs.
- Identify the context and knowledge of the world appropriate to that context and make appropriate inferences to understand both what is being expressed and what lies behind a message.
- Adapt to the addressee and the context.
- Develop skills to compensate for shortcomings in the communicative process.
- Readjust the message according to their abilities and available resources.
- Monitor the success of the communication and self-correct.
- Regarding the ability to mediate, at this level Platform: play a supporting role in the interaction, with the help of other participants in the interaction to express their suggestions and convey the essential information in conversations, short texts, and short, simple informative texts and on familiar concrete topics; ask others to clarify something for us by indicating what our need or problem is.

**COURSE OUTLINE:**

DATES	UNITS	COMMUNICATION RESOURCES	LANGUAGE USE	TASKS (TO EXTEND)
1st week	Unit 1  Unit 2	To greet and say goodbye. Introducing oneself and others. Asking for and giving personal information and information about learning motives. Asking preferences and expressing likes and dislikes. Organising speech.  Establish telephone communication and react. Talk about specific actions in the past and evaluate past experiences.	Revision of the present indicative, value constructions with the verb to worry (preocupar), the verb to bother (molestar), etc. Connectives for textual coherence and cohesion. Lexicon related to leisure, transport and learning.  Simple Past (Pretérito indefinido): regular and irregular forms, uses and time markers. Prepositions to (a), in (en) and of (de). Lexicon to describe cities.	<ul style="list-style-type: none"> <li>- Preparatory tasks: language use activities from the Workbook and the ELETECA digital platform.</li> <li>- Communicative tasks: ask classmates about their daily routines and leisure activities and compare them with our own to try to find similarities. Make a short oral presentation to the rest of the class about a trip.</li> <li>- <u>(Writing 1): Write an email to a friend telling them about our most recent trip.</u></li> <li>- Complementary tasks: language use and communicative activities on the Moodle platform.</li> </ul>
2nd week	Unit 4 (pages 44-48)  Unit 3	Talk about historical events and narrate important moments in a person's life. Relate actions in the past.  Expressing past actions in the present tense. Talking about actions and experiences in which there is no interest in marking time.	Simple Past(Pretérito indefinido): 3rd person irregulars. Temporal markers after (al cabo de/a los/después de). Lexicon related to architecture and biographies.  Morphology of the Present Perfect: regular and irregular participles and time markers. Direct and Indirect Object pronouns. Lexicon related to family types, sensations, feelings and everyday activities.	<ul style="list-style-type: none"> <li>- Preparatory tasks: language use activities from the Workbook and the ELETECA digital platform.</li> <li>- Communicative tasks: interview a classmate about his/her biography and share it in a large group. Tell our classmates about the main events we have experienced this year and those experiences that have not been particularly satisfying in our lives.</li> <li>- <u>(Writing 2): Article (short) on the average family in each country compared to the average family in Spain.</u></li> </ul>

				<ul style="list-style-type: none"> <li>- Complementary tasks: language use and communicative activities on the Moodle platform</li> <li>- Sharing of the reading <i>La leyenda del castillo</i> (Part I)</li> </ul>
3rd week	<p>Unit 4 (páginas 49-55)</p> <p>Unit 5</p>	<p>Talk about the realisation or non-realisation of planned actions and experiences. Ask for/give information about the curriculum.</p> <p>Describe people, objects, and places. Making comparisons. Expressing obligation, permission, and prohibition. Talking about novelties and social norms.</p>	<p>Contrast preterite perfect/past simple. Temporal markers to express frequency. Vocabulary related to the world of work.</p> <p>The verb to be (ser/estar) general uses. Relative sentences with that/where (que/donde). Comparatives of equality, inferiority, and superiority. Lexicon related to celebrations and the description of technological innovation.</p>	<ul style="list-style-type: none"> <li>- Preparatory tasks: language use activities from the Workbook and the ELETECA digital platform.</li> <li>- Communicative tasks: explaining our professional and/or academic background to classmates and role-playing job/academic interviews. Explain the main social and politeness norms of our country and compare them with those of classmates in order to establish "class politeness norms".</li> <li>- <u>Writing 3: writing a short curriculum vitae.</u></li> <li>- Complementary tasks: language use and communicative activities on the Moodle platform.</li> <li>- Sharing the reading <i>La leyenda del castillo</i> (Part II).</li> </ul>
4th week	Unit 6	<p>Evoking memories. Talking about events, habits and customs of the past compared to the present.</p>	<p>Morphology and basic uses of the preterite imperfect or past imperfect: expressing habitual/simultaneous actions in the past and describing people, things or places in the past. Contrast past imperfect/present indicative. The verb to use to + infinitive(soler + infinitive)</p>	<ul style="list-style-type: none"> <li>- Preparatory tasks: language use activities from the Workbook and the ELETECA digital platform.</li> <li>- Communicative tasks: Expressing what our childhood was like and how we have changed since we were children.</li> <li>- Role plays: telephone conversation (practice)</li> </ul>

			Mobile-related vocabulary.	of exponents) and conversation with a telephone operator. <ul style="list-style-type: none"> <li>- Complementary tasks: language use and communicative activities on the Moodle platform.</li> <li>- Review for the final oral and written exam.</li> <li>- Oral exam.</li> <li>- Final exam of the course.</li> </ul>
<b>FINAL EXAMINATION</b>				

## COURSE RULES

Attendance is essential in order to follow the courses correctly and to improve the language. Attendance is checked daily and attendance of at least 80% is required. Given the compulsory nature of attendance, attendance of less than 80% will result in a penalty in the final mark and attendance of less than 50% will result in the loss of the right to take the exam. In the case of absence due to medical reasons, the corresponding proof will be given to the teaching staff.

The course is taught entirely in Spanish and students are expected to speak Spanish at all times. Students should try to speak Spanish from the first day not only in the classroom but also outside the classroom.

Exam dates are indicated in the syllabus and will not be changed to accommodate students' travel plans or other personal matters. Students take two exams during the course, there are no make-up dates or additional exam dates. Assignments and essays will not be accepted after the deadline set by the teaching staff.

## COURSE ASSESSMENT

The final grade will not be the result of the final exam, but of the sum of all the components of the Evaluation section of the course. In order to pass the level, the average grade must be at least 6/10.

Weekly assignments related to the course outline (essays, presentations, reading assignments) will be handed in to the teacher and carried out in class. Students will be provided with a guide on how to carry out these tasks.

Oral production and interaction will be assessed by means of a final oral exam, which will include the topics and linguistic functions worked on in class.

The use of Spanish in the classroom, willingness to participate, cooperation in group work and respect for classmates and teachers will be taken into account when calculating the participation grade.

Any evidence of academic plagiarism in assignments or attempted cheating in exams will result in failure of the course.

All phones and electronic devices should be switched off and put away during lessons, unless teachers wish to use them as educational tools.

Video or audio recording of the class is prohibited.

<b>Attendance and participation</b>	<b>10%</b>
<b>Class assignments (homework, essays, and presentations)</b>	<b>10%</b>
<b>Oral exam</b>	<b>20%</b>
<b>Final exam</b>	<b>60%</b>
<b>Final exam date: on the last day of the course during normal class hours.</b>	

The oral exam is compulsory.

In order to obtain the average, a minimum mark of 4 must be obtained in the oral and written exams. Otherwise, the student will be considered " failing grade".

Final grades will be available at: <http://www.csidiomas.ua.es/es/cursos/espanol/notas>

## RECOMMENDED BIBLIOGRAPHY AND WEBSITES

- Preparación al Diploma de Español Nivel A1*. Editorial Edelsa. Madrid.2019 (Preparation for the Diploma in Spanish Level A1. Editorial Edelsa. Madrid.2019)
- Gramática Básica*, Difusión, Madrid, 2011.
- Diccionario del Uso del Español *María Moliner*. Editorial Gredos. Madrid. 2000
- Diccionario de la RAE (Dictionary of the RAE ): <https://dle.rae.es/>
- Centro Virtual Cervantes (Cervantes Virtual Centre): <https://cvc.cervantes.es/ensenanza/default.htm>
- Language guide. <http://www.languageguide.org/spanish/vocabulary/>
- Biblioteca virtual Miguel de Cervantes (Miguel de Cervantes Virtual Library): <http://www.cervantesvirtual.com/>
- Verb conjugator <http://www.onoma.es/>

## CULTURAL ACTIVITIES

Check out our complementary activities on the website ([www.csidiomas.ua.es](http://www.csidiomas.ua.es)) and participate in our social networks.



