

COURSE INFORMATION

COURSE: Upper Intermediate 2 (B1+) **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

EQUIPO NUEVO PRISMA: *Nuevo Prisma B1. B1 level Spanish course, Student book*, Editorial Edinumen . (ISBN: 978-84-9848-636-0)

EQUIPO NUEVO PRISMA (3º reimpresión 2018). *Nuevo Prisma B1. Workbook, B1* Editorial Edinumen . (ISBN: 978-84-9848-639-1)

MANDATORY READINGS: "Espejos de agosto" de *Historias Cortas para Aprender Español*. Edinumen Madrid. 2011

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	A2 Intermediate 1	A2+ Intermediate 2	B1 Upper Intermediate 1	B1+ Upper Intermediate 2
Avanced (B2)		Effective operational mastery (C1)		Mastery or expertise (C2)	
B2 Avanced 1	B2+ Avanced 2	C1 Avanced high level 1	C1+ Avanced high level 2	C2 Upper Level 1	C2+ Upper Level 2

Upper Intermediate 1 and 2 correspond to level B1 of the Common European Framework of Reference for Languages (CEFR).

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 the student with the necessary resources and skills to understand the main points of clear texts in standard language if they deal with familiar matters, whether in work, study or leisure situations, i.e., those tools necessary to reach the threshold level (B1).

The fundamental objective is that the student, according to his/her 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 A1+ it is necessary to fulfil one of the following requirements:

- To have passed level B1 at the Centro Superior de Idiomas.
- To have reached level B1+ in the Higher Language Centre's Placement Test (new students only).

LEARNING OUTCOMES

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

- Can understand the main points of clear standard input on familiar matters, whether in work, study or leisure situations.
- Be able to deal with most of the situations that may arise during a trip in areas where the Spanish language is used.
- Produce simple, coherent texts on topics which are familiar or of personal interest.
- Describe experiences, events, wishes and aspirations, and briefly justify opinions or explain plans.
- 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 his/her abilities and available resources.
- Control the success of the communication and self-correct.
- With respect to mediation skills, at this Threshold level: collaborate with people of other nationalities (classmates and teachers) and show interest by expressing it through interactions with simple questions and answers, making proposals and suggestions, seeking agreement and proposing alternatives. Can convey the main points of long texts in simple, simple language on topics of interest to him/her and clear informative texts on familiar and/or topical subjects, although some lexical limitations may cause some difficulty.

COURSE OUTLINE

DATES	UNITS	COMMUNICATION RESOURCES	LANGUAGE USE	TASKS (TO EXTEND)
1st week	Unit 7 <i>Do you know why?</i>	Reason or cause of an action. Denying the cause or expressing the true cause. To thank and apologise.	Causal sentences. Causal connectors: because, as, due to, because of, and since. It is not that....is that.... Expressing thanks and apologies. Riddles and enigmas. Descriptive text. Expository text. Informative articles. Flora and fauna lexicon.	<ul style="list-style-type: none"> - Preparatory tasks: language use activities from the Workbook and the ELETECA digital platform. - Communicative tasks: oral presentation on the main problems of our natural spaces and their causes with the vocabulary learnt. - <u>(Writing 1): Writing a thank you letter for a gift.</u> - Complementary tasks: language use and communicative activities on the Moodle platform.
2nd week	Unit 8 <i>Inexplicable phenomena.</i> Unit 9 <i>Reading between the lines.</i>	To express a hypothesis or probability. Confirming a reality or disproving it. Agreement and disagreement. Expressing probability in the present, past and future. Make predictions. Make a comic strip.	<i>Perhaps, maybe, possibly, probably+ indicative, subjunctive.</i> <i>May be, it is possible that, it is probable that + subjunctive.</i> <i>Maybe, just as, the same + indicative.</i> <i>To confirm, to disprove a reality.</i> <i>Past perfect subjunctive.</i> <i>Social networks.</i> <i>Descriptive and opinion texts.</i> <i>Paranormal phenomena and dream-related vocabulary.</i> Future perfect of indicative. Contrasting future perfect, future imperfect and simple conditional. Reinforce or deny a hypothesis. Newspaper column. Comic strips.	<ul style="list-style-type: none"> - Preparatory tasks: language use activities from the Workbook and the ELETECA digital platform. - Communicative tasks: telling our dreams and reacting to the dreams of our classmates by formulating hypotheses about their meaning. / Class discussion: science or para-science? - To identify dialectal variants of speakers from different areas of the peninsula and the American continent. - Reading comics and writing texts for comics with empty comic strips.

			Narrative text. Fragments of novels. Literature-related vocabulary.	<ul style="list-style-type: none"> - <u>Writing 2: Article: Is there a way to predict the future or is it just a false belief?</u> - Complementary tasks: language use and communicative activities on the Moodle platform. - Sharing of the reading <i>Espejos de agosto (Part I)</i>
3rd week	Unit 10 <i>For your future.</i> Unit 11 <i>About to end.</i>	Expressing cause and purpose. Purpose of an action. Motivation letter. Talking about a conference. To express an imminent action. Expressing an obligation. Expressing an assumption. Beginning and end of an action. Opinion and evaluation of a film.	<i>Because of and for (Por y Para).</i> <i>Cause and purpose.</i> <i>Purpose connectors.</i> <i>Discourse connectors.</i> <i>Text: the conference.</i> <i>Motivational letters.</i> <i>Music-related vocabulary.</i> <i>Formal letters.</i> Periphrasis of infinitive and gerund verbs. Definite and indefinite articles. Quotations. Informative text. Biographies. Television lexicon. Idiomatic expressions.	<ul style="list-style-type: none"> - Preparatory tasks: language use activities from the Workbook and the ELETECA digital platform. - Communicative tasks: Narrate a film and give a film review. / Debate: Does conventional television have a future in a world of digital platforms? - <u>Writing 3: review of a film or TV series.</u> - Complementary tasks: language use and communicative activities on the Moodle platform. - Sharing the reading <i>Espejos de agosto. (Part II).</i>
4th week	Unit 12 <i>Travel with us.</i>	Expressing consequences. Traditions of different countries. Produce a travel guide.	Consecutive sentences. Consecutive connectors. Consecutive sentences with intensifiers. Uses of "se". News from a newspaper. Travel guides. Travel lexicon. Pre-Columbian cultures.	<ul style="list-style-type: none"> - Preparatory tasks: language use activities from the Workbook and the ELETECA digital platform. - Communicative tasks: to elaborate in a large group a travel guide to spend a week in our province. / Debate: responsible tourism or disrespectful travellers? - Complementary tasks: language use and communicative

				activities on the Moodle platform. - Review for the final oral and written exam. - Oral exam. - Final exam of the course.
FINAL EXAMINATION				

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 always speak Spanish. 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 considered 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.

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

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) and participate in our social networks.

