

## SPANISH LANGUAGE COURSES

### COURSE INFORMATION

**COURSE: Avanced 2 (B2+)**      **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

**TEXTBOOKS:** *EQUIPO PRISMA. VV.AA. Editorial Edinumen. Nuevo Prisma B2, Student book and Nuevo Prisma B2, Workbook..*

**MANDATORY READINGS:** *Desaparición en el centro financiero de Madrid, en 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	<b>B2+ Avanced 2</b>	C1 Avanced high level 1	C1+ Avanced high level 2	C2 Upper Level 1	C2+ Upper Level 2

The Advanced 1 and Advanced 2 courses correspond to level B2 of the Common European Framework of Reference for Languages (CEFR).

Each course consists of 60 hours of face-to-face 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 Advanced level of the CEFR (B2).

The fundamental objective is for the learner, according to his or her learning style, to develop communicative competence and the methodological approach which best leads to this objective is the development of a communicative approach.

In terms of the type of activities, there is a wide range of activities ranging from the more formal ones (gap exercises, drills, question-answer, transformations, error correction, etc.) 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 B2 at the Centro Superior de Idiomas.
- To have reached level B2+ 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 a wide range of demanding, longer texts and recognise implicit meaning.
- Express themselves fluently and spontaneously without much obvious effort to find the right expression.
- Use language flexibly and effectively for social, academic, and professional purposes.
- Produce clear, well-structured, and detailed texts on topics of some complexity, showing correct use of the mechanisms of text organization, articulation, and cohesion.
- Identify the context and world knowledge appropriate to that context and make relevant inferences to understand both what is expressed and what underlies 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.
- Control the success of the communication and self-correct.
- With respect to mediation, he/she will be able to cooperate to share ideas and facilitate debate and understanding on sensitive issues, recognizing and valuing different points of view, inviting interlocutors to participate and adapting his/her discourse to the subject and interlocutor in a sensitive way, favouring the search for agreement. He/she will also be able to convey to others the basic content of long texts, constructed in complex sentences, but well-structured, on topics related to his/her personal, academic and/or professional interests.

## COURSE OUTLINE

DATES	UNITS	COMMUNICATION RESOURCES	LANGUAGE USE	TASKS (TO EXTEND)
1st week	Unit 7 <i>Not even close!</i>	Talking about appearances and similarities. Evaluate information and give opinions. Make comparisons or establish differences. Describe through imaginary comparisons.	Verbs to seem (parecer) and to look like (parecerse). Degrees of comparison: comparative of superiority, inferiority and equality. Uses of <i>as if</i> (como si) / <i>anyone would think</i> (ni que) + imperfect/ past perfect subjunctive. Verbs with prepositions Lexicon for physical description; Lexicon for talking about a place. Types of housing. Lexicon related to buying or renting a house.	<ul style="list-style-type: none"> <li>- Preparatory tasks: language use activities from the Workbook and the ELETECA digital platform.</li> <li>- Communicative tasks: Extracting key information from detailed advertisements for home buying and renting websites and in role-play interacting with a "real estate agent" and a "bank clerk" about the characteristics of the property and the conditions for buying or renting. In pairs: make a sketch.</li> <li>- <u>(Writing 1): Writing an advertisement for the sale of a flat.</u></li> <li>- Complementary tasks: language use and communicative activities on the Moodle platform.</li> </ul>
2nd week	Unit 8 <i>Awesome</i>  Unit 9 <i>Souvenir collection</i>	To reproduce a conversation. Conveying and summarising information or a conversation. Express surprise, indifference or disbelief. Write a film review.  Expressing hypotheses, wishes and regrets in the past. To indicate an action in the past that	Referring or indirect speech. Correlation of tenses in indirect or deferred speech. Other transformations in referred discourse: pronouns, determiners, time markers, etc. Film-related vocabulary. Expressions to show surprise, indifference and disbelief. Lexicon related to lies.  Past perfect tense of subjunctive: morphology and uses. Real and unreal conditional sentences.	<ul style="list-style-type: none"> <li>- Preparatory tasks: language use activities from the workbook and the ELETECA digital platform.</li> <li>- Communicative tasks: Imagine what a classmate's life would have been like if he/she had made different choices and make a fictional biography of the character.</li> <li>- Debate: dystopias in contemporary film and television.</li> <li>- Role-play: dialogues</li> </ul>

		<p>precedes another. Express possible and unlikely conditions in the present and in the future, and unrealistic conditions in the past. Expressing the minimum or only essential condition for the fulfilment of the action...</p>	<p>Conditional connectors. Compound conditional. Proverbs. Lexicon related to personal experiences. History-related vocabulary.</p>	<p>in pairs introducing the proverbs studied in class.</p> <ul style="list-style-type: none"> <li>- <u>Writing 2: Writing a review of a film or TV series for a film website.</u></li> <li>- Complementary tasks: language use and communicative activities on the Moodle platform.</li> <li>- Sharing the reading</li> <li>- <i>Desaparición en el centro financiero de Madrid (Part I).</i></li> </ul>
3rd week	<p>Unit 10 <i>Arousing the senses</i></p> <p>Unit 11 <i>Living in a hurry</i></p>	<p>Express feelings, tastes and emotions. Talk about experiences related to travel. Talking about smells and tastes and associated memories. Expressing purpose and aim.</p> <p>Express concession. Argue to convince. Discuss different types of professions and professional profiles. Present objections to what others have said. Understand the speaker's intention in certain conversations.</p>	<p>Verbs of feeling: to like, to be happy, to feel, to be surprised, to be fed up with...(gustar, alegrarse, sentir, sorprenderse, estar harto de...) Final sentences and connectors. Lexicon related to travel and geography. Lexicon related to travel and geography. Lexicon related to gastronomy and the senses. Idiomatic expressions related to food.</p> <p>Concessive sentences and connectors: even though + indicative/subjunctive, no matter how (por más, por más que), no matter how much (por mucho, por mucho que) , in spite of (a pesar de que), despite (a pesar de que). Circumstantial gerund. Reduplicative structures with concessive value. Lexicon related to new technologies. Vocabulary related to work and professions. Idiomatic expressions related to work.</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: To elaborate in a large group, through a sharing of individual contributions, a decalogue of the best/worst inventions of humanity explaining their characteristics and their contributions or detriments. / Oral presentation: explain to classmates what an original invention or gadget of our country is for and how it works. / Read operating instructions for different products and extract the essential information.</li> <li>- <u>Writing 3: write a restaurant review for an online food magazine.</u></li> <li>- Complementary tasks: language use and communicative activities on the Moodle platform.</li> <li>- Sharing the reading <i>Desaparición en el centro financiero de Madrid (Part II).</i></li> </ul>

4th week	Unit 12 <i>This is how we are</i>	Highlighting or intensifying negative aspects of people's character. Talking badly about someone using positive adjectives. Talking about others while softening criticism. Undermining one's own opinion.	Temporal sentences. Lexical collocations of verbs + adverbs in -ly (-mente) and verbs + nouns. General review of the different types of subordinate clauses. Lexicon to describe the character of people. Lexicon related to obsessions and ways of behaving.	<ul style="list-style-type: none"> <li>- Preparatory tasks: language use activities from the Workbook and the ELETECA digital platform.</li> <li>- Communicative tasks: presenting to classmates a curious holiday or tradition of our country.</li> <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 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.

<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.

