

COURSE INFORMATION

COURSE: Avanced 1 (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 y Nuevo Prisma B2 Workbook.*

MANDATORY READINGS: "La lengua de las mariposas", de M.Rivas (*¿Qué me quieres amor?*)

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

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 Advanced 1 (B2) 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 B2 in the Centro Superior de Idiomas Placement Test (only new students).
- To have passed the DELE B1 exam.
- To hold an official B1 level qualification from public universities or the Escuela Oficial de Idiomas.

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 1 <i>Anonymous lives</i>	Expressing wishes. Talking about hypotheses. Express likes, feelings, dislikes and emotions. Giving an opinion and making evaluations. Talk about people's lives, referring to their expectations, feelings, projects...	Present Subjunctive. Present Perfect Subjunctive. Review of some uses of the subjunctive: Verb +que + subjunctive; Maybe (quizá(s)) + subjunctive; I hope so or hopefully (ojalá) + subjunctive; que + subjunctive; Is / It seems to me (me parece) + adjective or noun + que + subjunctive. Vocabulary related to experiences and with the expression of likes and dislikes. Expressions of probability or hypothesis	<ul style="list-style-type: none"> - Preparatory tasks: language use activities from the Workbook and the ELETECA digital platform. - Communicative tasks: oral presentation about people who are considered heroes in their country/culture for their contributions to the community. - In pairs, elaboration of the conditions that a job must have to be motivating. - <u>(Writing 1): Write a critical review of a book of your choice for an online readers' forum.</u> - Introduction to reading <i>La Lengua de las mariposas</i> from section 4 of Unit 1 of the Student's Book: Do you like to read or be read to? - Complementary tasks: language use and communicative activities on the Moodle platform.
2nd week	Unit 2 <i>Travelling to learn</i>	Getting to know each other: Formal and informal introductions. Asking for and giving information about something or someone. Making objections. Talking about something by highlighting it.	Relative sentences: Explicative + indicative, specifically + indicative /subjunctive. Relative pronouns and adverbs. Lexicon of character and personality. Lexicon related to learning Spanish or another language.	<ul style="list-style-type: none"> - Preparatory tasks: language use activities from the Workbook and the ELETECA digital platform. - Communicative tasks: in a large group make suggestions on strategies for learning a language. Give an oral presentation on the education system in one's own country.

	<p>Unit 3</p> <p><i>With rhythm</i></p>	<p>Give an opinion arguing for or against in writing and orally.</p> <p>Express agreement, partial agreement or disagreement.</p> <p>Write a biography.</p> <p>Talking about life trajectories.</p> <p>Expressing an opinion and showing agreement or disagreement.</p>	<p>Argumentation connectors.</p> <p>Use of the past tenses of indicative (revision): present perfect, simple past, past perfect (imperfecto), and past perfect.</p> <p>Vocabulary of music and dance.</p> <p>Vocabulary of characters.</p> <p>Expressions from argumentative texts.</p>	<ul style="list-style-type: none"> - Listen to music in Spanish and identify the basic message of the lyrics. - <u>Writing 2: Article: How has listening to music changed in the 21st century?</u> - Complementary tasks: language use and communicative activities on the Moodle platform. - Sharing the reading <i>La lengua de las mariposas (Part I)</i>.
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3rd week	<p>Unit 4</p> <p><i>Take care</i></p>	<p>Expressing wishes and preferences.</p> <p>Asking for and giving advice.</p> <p>Make formal requests or demands.</p> <p>Making value judgements and stating a reality.</p> <p>Talk about physical activities that can improve our health.</p>	<p>Past imperfect subjunctive: morphology.</p> <p>Contrast present/ imperfect subjunctive.</p> <p>Correlation of verb tenses in subjunctive subordinate clauses.</p> <p>Value of impersonal sentences with the verb To Be (ser and estar).</p> <p>Lexicon of healthy sporting activities.</p> <p>Lexicon for giving opinions and evaluating; Lexicon of medical advances.</p>	<ul style="list-style-type: none"> - Preparatory tasks: language use activities from the workbook and the ELETECA digital platform. - -Communicative tasks: In pairs, develop a decalogue on how to take care of our bodies. - -Debate: Public or private health care? - Reading poems and summarising their main ideas. - Writing 3: Writing a blog post about how your stay in Spain has influenced your personality and views. - Complementary tasks: language use and communicative activities on the Moodle platform. - Sharing the reading <i>La lengua de las mariposas. (Par II)</i>.
4th week	<p>Unit 5</p> <p><i>Everything changes</i></p>	<p>Talk about memories of the past.</p> <p>Talking about life changes.</p> <p>Expressing that you do or do not remember something.</p> <p>Reflecting on how the experience of travelling influences a person.</p>	<p>Modal and aspectual periphrases.</p> <p>Verbs of change: to get, become, to turn into, to get to be.</p> <p>Expressions of time to talk about an experience.</p> <p>Internet vocabulary.</p> <p>Life stages and physical changes.</p> <p>Expressions with to get + colours.</p> <p>Lexicon related to travellers.</p>	<ul style="list-style-type: none"> - Preparatory tasks: language use activities from the Workbook and the ELETECA digital platform. - Communicative tasks: Role-play: Guide in a museum: explain a work of art of interest to a group of classmates. In small groups write a small brochure for one of the museums in the city and present it in class.
	Unit 6	<p><i>Imagining you</i></p>	<p>Define and describe.</p> <p>Evaluate positively or negatively people, actions, states and things.</p> <p>Judging situations.</p> <p>Talk about different artistic expressions.</p> <p>Critique art.</p>	<p>Uses of the verb To Be {ser and estar (review)}</p> <p>Passive sentences of process and result.</p>

				<ul style="list-style-type: none"> - 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 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.

