

## SPANISH LANGUAGE COURSES

### COURSE INFORMATION

**COURSE:** Avanced high level 1 (C1)    **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:

- SARRALDE, B., CASAREJOS, E., LÓPEZ, M. y MARTÍNEZ, D. (2016). **Vitamina C1. Higher level Spanish course, Student book (Curso de español de nivel superior)**. Madrid: SGEL. (ISBN: 978-84-9778-904-2)
- RODRÍGUEZ, A., VIZ, A. E. y ALMUIÑA, S. (2018). **Vitamina C1, Workbook**. Madrid: SGEL. (ISBN: 978-84-9778-602-7)

**MANDATORY READINGS:** *El poder imprevisible del oro, en Historias Cortas para Aprender Español*. Edinumen Madrid. 2011.

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

Digital book <https://www.blinklearning.com> (Oxford University Press)

### 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	<b>C1 Avanced high level 1</b>	C1+ Avanced high level 2	C2 Upper Level 1	C2+ Upper Level 2

The Advanced High 1 and Advanced High 2 courses correspond to the Effective Operational Proficiency (C1) level of the Common European Framework of Reference for Languages (CEFR).

Each course consists of 60 face-to-face hours of Spanish teaching, 3 hours per day, from Monday to Friday for four weeks.

The aim of the course is to provide the student with the necessary resources and skills to be able to understand a wide variety of long and demanding texts, to recognise implicit meanings in them, and to be able to express him/herself fluently and spontaneously.

The fundamental objective is that the learner, according to his or her particular learning style, develops communicative competence and the methodological approach which best leads 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 C1, one of the following requirements must be met:

- 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).
- To have passed the DELE B2 exam.
- To hold an official qualification at level B2 from public universities or the Escuela Oficial de Idiomas (Official Language School).

## 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 regard to mediation, the learner must be able to act effectively for the development of positive interactions, interpreting different points of view, resolving ambiguities and misunderstandings in a courteous and diplomatic way in order to redirect and maintain the conversation. At the same time, he/she must be able to intervene in the discussion and stimulate reasoning through questions that contribute to the development of the discussion. Finally, he/she must be able to summarise and convey in a well-structured, clear and fluent manner the main ideas of long and complex texts, whether or not they are related to his/her areas of interest, including evaluations and nuances.

## COURSE OUTLINE

DATES	UNITS	COMMUNICATION RESOURCES	LANGUAGE USE	TASKS (TO EXTEND)
1st week	Unit 1 <i>The Individual</i>	Talking about character Expressing skills Express likes, dislikes and likes and dislikes. Talking about values in society.	Verbs with prepositions  Superlative adjectives and adverbs with -ly (-mente) Adjectives of character Expressions of ability, likes and dislikes.	<ul style="list-style-type: none"> <li>- Preparatory tasks: language use activities from the BLINKLEARNING workbook and digital book.</li> <li>- Communicative tasks: Class discussion: Inheritance or environment in the personality of the human south / Oral presentation on a character from the country of origin who stands out for his or her human values.</li> <li>- <u>(Writing 1): Write an article based on one of Gandhi's 10 enlightened thoughts from the textbook.</u></li> <li>- Complementary tasks: language use and communicative activities on the Moodle platform.</li> </ul>
2nd week	Unit 2 <i>Leisure time</i>  Unit 3 <i>The world of work</i>	<p>Invite, make proposals and suggestions for leisure activities, accept and reject them. Evaluate leisure activities and express preferences. Talking about fashionable topics.</p> <p>Describe jobs and selection processes Expressing agreement and disagreement Talking about a worker's qualities. Respond to an order or request in an attenuated form.</p>	<p>Expressing purpose Structures for inviting, proposing, accepting and rejecting Fashion vocabulary Film, theatre and literature vocabulary.</p> <p>Relative particles Text connectors Lexicon of working conditions Lexical collocations of the world of work.</p>	<ul style="list-style-type: none"> <li>- Preparatory tasks: language use activities from the BLINKLEARNING workbook and digital book.</li> <li>- Communicative tasks: Debate: the influence of fashion on young people's behaviour: fashion and social stratification.</li> <li>- Paired discussion: reconciling two completely different leisure plans / The keys to professional success: creating a presentation for a social network with tips on how to improve our working life.</li> </ul>



	<i>Education</i>	Ask about memories Expressing preferences. Talking about extraordinary talents. Explain how our brains work.	Consecutive sentences. Conditional markers. Punctuation marks. Education lexicon. Brain skills and competences. Expressions related to intelligence..	from the BLINKLEARNING workbook and digital book.  - Communicative tasks: Debate: alternative learning strategies.  - 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.
<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.

