

SPANISH LANGUAGE COURSES

COURSE INFORMATION

COURSE: Avanced high level 2 (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: *Un asunto familiar*, de Lorenzo Silva.

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	C1 Avanced high level 1	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 C1 at the Centro Superior de Idiomas.
- To have reached level C1+ 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 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 7 <i>Cityscapes</i>	Discuss initiatives to improve the urban landscape. Seek solutions to housing problems Express relief, hope, resignation.	Temporary sentences The position of the adjective. Lexicon of faults in a house. Lexicon of materials and decoration.	<ul style="list-style-type: none"> - Preparatory tasks: language use activities from the BLINKLEARNING workbook and digital book. - Communicative tasks: Class discussion: Empty Spain in the face of urban development: problem and solutions / In small groups, draw up a neighbourhood improvement project to be submitted to the municipal authorities. - <u>(Writing 1): Write a formal letter of complaint to a neighbour according to the instructions provided in the textbook.</u> - Complementary tasks: language use and communicative activities on the Moodle platform. - Introduction to Lorenzo Silva and his work.
2nd week	Unit 8 <i>Geographies and travels</i> Unit 9 <i>Sport and Wellness</i>	<p>Talking about places in the world Correcting information. Giving and asking for confirmation. Expressing preferences. Making recommendations.</p> <p>Describing a sport. Greeting and saying goodbye informally. Offering help Encouraging and comforting</p>	<p>Verbal periphrases Correcting, requesting or confirming information.</p> <p>Geography and climate lexicon. Lexicon of place descriptions. Lexicon of tourism.</p> <p>Concessive sentences Temporal agreement with verbs of opinion. Lexicon on sport. Lexicon on health Lexicon on aesthetics.</p>	<ul style="list-style-type: none"> - Preparatory tasks: language use activities from the workbook and the BLINKLEARNING digital book. Communicative tasks: Debate on alternatives to mass tourism / Produce a guide of tips for a healthy and fulfilling old age / Debate and class discussion on the concepts of image, beauty and elegance in each of the following pupils' countries.

		Showing opinion Talking about aesthetic preferences.		<ul style="list-style-type: none"> - <u>Writing 2: Writing a short story for a literary competition based on the instructions in the textbook.</u> - Complementary tasks: language use and communicative activities on the Moodle platform. - Sharing the reading <i>Un asunto familiar (Part I)</i>.
3rd week	Unit 10 <i>Economy and business</i> Unit 11 <i>Words, words.</i>	Doing a negotiation Using strategies to initiate, maintain and conclude a conversation. Downplaying an argument. Expressing impersonality and hesitancy. Expressing complaints. Reinforce positive and negative opinions. Telling a literary story.	Discourse markers to soften an argument. Concessive sentences: no matter how, no matter how much (por más /mucho que). Relative whose/whose. Lexicon of economics, marketing and business. Uses of the pronoun Se. The gender of nouns. Phonetic variants of Spanish. The Spanish American Lexicon.	<ul style="list-style-type: none"> - Preparatory tasks: language use activities from the BLINKLEARNING workbook and digital book. - Communicative tasks: In small groups, create an advertisement for a new product / Reading press texts to identify unnecessary Anglicisms and propose alternatives / Class discussion: Is inclusive and politically correct language necessary? - <u>Writing 3: write an opinion piece on women in business and finance according to the instructions in the textbook.</u> - Complementary tasks: language use and communicative activities on the Moodle platform. - Sharing the reading <i>Un asunto familiar (Part II)</i>.
4th week	Unit 12 <i>21st Century</i>	Expressing objections. Expressing surprise and strangeness. Expressing probability or uncertainty. Presenting a counterargument.	Compound future Presence or absence of articles Sentences of place: to where, where (para donde, adonde...) Particles of doubt or probability: the same, it could be that... Lexicon of psychology	<ul style="list-style-type: none"> - Preparatory tasks: language use activities from the BLINKLEARNING workbook and digital book. - Communication tasks: Debate: What will the

			Lexicon of technology Lexicon of cultural differences.	<p>future look like after covid?</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.

