

SPANISH LANGUAGE COURSES

COURSE INFORMATION

COURSE: Upper Level 1 (C2) 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:

GÁLVEZ, D.; N. GÁLVEZ, L. QUINTANA (2016). *Dominio C*. Madrid: EDELSA, (ISBN: 978-84-9081-603-5)

MANDATORY READINGS: Gabriel García Márquez, *El rastro de tu sangre en la nieve*, en *Doce cuentos peregrinos*.

Supplementary material in: <https://anayaeledigital.es/index.php>

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

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 |
| Advanced (B2) | | Effective operational mastery (C1) | | Mastery or expertise (C2) | |
| B2 Advanced 1 | B2+ Advanced 2 | C1 Advanced high level 1 | C1+ Advanced high level 2 | C2 Upper Level 1 | C2+ Upper Level 2 |

The Higher 1 and Higher 2 courses correspond to the Master level (C2) 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 resources and skills necessary to be able to understand a wide variety of extensive and demanding texts, to recognise implicit meanings and nuances in them, and to be able to express oneself fluently, spontaneously, precisely and in detail. The fundamental aim is for the learner, according to his or her particular learning style, to develop communicative competence and the methodological approach which best leads to this aim 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 C2 it is necessary to fulfil one of the following requirements:

- To have passed level C1+ at the Centro Superior de Idiomas.
- To have reached level C2 in the Centro Superior de Idiomas Placement Test (only new students).
- To have passed the DELE C1 exam.
- To hold an official C1 level qualification 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 with ease virtually everything heard or read.
- Can reconstruct information and arguments from different spoken and written sources and present them in a coherent, summarised form.
- Can express him/herself spontaneously, very fluently and with a degree of accuracy which enables him/her to differentiate finer shades of meaning, even in more complex situations.
- 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 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.
- Mediate effectively and naturally, taking into account the needs of the people involved in the communication and the communicative situation, identifying the nuances and background of the conversation and guiding discussions on sensitive or delicate topics. Can use well-structured, clear and fluent language, conveying value and nuance accurately, and pointing out socio-cultural implications such as subtlety, irony or sarcasm.

COURSE OUTLINE

| DATES | UNITS | COMMUNICATION RESOURCES | LANGUAGE USE | TASKS (TO EXTEND) |
|----------|-----------------------------|--|---|---|
| 1st week | Unit 1 | <p>Express surprise, discomfort and ask for explanations.</p> <p>Be able to write professional letters and opinion articles.</p> <p>Develop strategies for an oral presentation of a technical nature.</p> <p>Know the nuances of adversative connectors.</p> | <p>Noun sentence structures to express opinion, certainty, feeling and evaluation.</p> <p>Lexicon of feelings.</p> <p>Environment and energy lexis.</p> | <ul style="list-style-type: none"> - Preparatory tasks: language use activities from the Workbook and the digital book. - Communicative tasks: Formal and technical presentation on the advantages and disadvantages of nuclear energy and renewable energies. - <u>(Writing1): Write an article based on the book's proposal on the limits of personal freedom.</u> - Develop in class a macrostructural outline of a formal letter. - Complementary tasks: language use and communicative activities on the Moodle platform. |
| 2nd week | <p>Unit 2</p> <p>Unit 3</p> | <p>Describe places, people and objects in a nuanced way.</p> <p>Expressing causality and consequence.</p> <p>Know how to write a letter of protest to institutions.</p> <p>Develop strategies for active participation and mediation in debates and gatherings in accordance with Spanish cultural patterns.</p> <p>Expressing precise spatial-temporal location (adverbs and connectors).</p> | <p>Recognise the nuances of use of the relative paradigm in Spanish.</p> <p>Linguistic mechanisms to express cause and consequence.</p> <p>City vocabulary.</p> <p>Lexicon related to social causes and non-governmental organisations.</p> | <ul style="list-style-type: none"> - Preparatory tasks: language use activities from the Workbook and the digital book. - Communication tasks: participate in a debate on cloning and the limits of science. - <u>(Writing 2): Drafting a letter of protest to a public institution.</u> - Sharing of the first part of the story <i>El rastreo de tu sangre en la nieve</i>. - Personal presentation on an author of magical realism. - Complementary tasks: language use and communicative |

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| | | | | activities on the Moodle platform. |
| 3rd week | Unit 4 | <p>Expressing obstacles to the accomplishment of an action.</p> <p>Expressing in a nuanced way the purpose of an action, object or process.</p> <p>Subtly expressing our point of view on cultural manifestations that are alien to our values.</p> | <p>Meanings and nuances of concessive and final connectors.</p> <p>Appropriate and precise use of adverbs and spatial-temporal connectors.</p> <p>Lexicon of fashion and bullfighting and other manifestations of Spanish and Latin American popular culture.</p> | <ul style="list-style-type: none"> - Preparatory tasks: language use activities from the Workbook and the digital book. - Communicative tasks: make an oral presentation of a report on the main characteristics of men's and women's fashion in the students' home country and its relevance to gender roles. - Actively participate in a discussion on loneliness in the contemporary world. - <u>(Writing 3): Write a technical report following the model proposed by the textbook on a topic of interest to the student in which some kind of social or cultural project is reflected.</u> - Sharing of the second part of the story <i>El rastro de tu sangre en la nieve</i>. - Complementary tasks: language use and communicative activities on the Moodle platform. |
| 4th week | Unit 5 | <p>Making proposals, thanking and rejecting them.</p> <p>Expressing conditions for the fulfilment of an action.</p> <p>Express cause and purpose in a contrasted way.</p> <p>Know the vocabulary of economic resources related to tourism.</p> | <p>Conditional connectors.</p> <p>Tourism lexicon: new forms of tourism and tourism economy.</p> | <ul style="list-style-type: none"> - Preparatory tasks: language use activities from the workbook and digital book. - Communicative tasks: making an oral presentation of a report on the political, employment and social situation of women in the students' home country. - Communicative tasks: Debate: <i>Tourism, globalisation and respect for indigenous cultures</i>. |

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| | | | | <ul style="list-style-type: none"> - Complementary tasks: language use and communicative activities on the Moodle platform. - Final review of the course. - Oral exam. - Final course exam. |
| FINAL EXAM | | | | |

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.

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| 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.

