

Title: Intermediate Spanish Language and Culture (Level B1)

Term: Summer, 4 weeks

Description:

The full set of communicative, grammatical, lexical and cultural objectives is detailed below in the section titled “B1 Índice de Contenidos.”

Among the many objectives, after completion of this course, the student will be able to:

- Understand the main ideas in semi-complex Spanish debates,
- Justify an opinion in informal debates,
- Ask for specific information, complain, ask for an explanation...
- Give detailed instructions about how to do something,
- Summarise and answer questions in detail.

Language of Instruction: Spanish

Total hours: 45 hours

Credits: 3 credits

METHODOLOGY

The language professors at Barcelona International College (BIC) are specialised in teaching Spanish as a foreign language, Certified by Instituto Cervantes and qualified by the CEELE (Certificado de Calidad de la Enseñanza del Español como Lengua Extranjera) –Certificate of Quality in teaching Spanish as a Foreign Language- Universidad de Alcalá-.

BIC puts together different methods from a communicative point of view in order to reach every type of student. The main aim is to teach the students all the skills and concepts needed to feel comfortable in a Hispanic atmosphere where different cultures of both sides of the Atlantic come together.

It leans on an education directed to develop the attitudes, knowledge, and skills needed to:

- be independent in thoughts and acts.
- participate with other people in any situation.
- improve communication in order to feel free and have a most direct contact with native speakers, which, at the same time, leads to a better understanding of the cultural elements.

As it always works from an intercultural point of view, one of its main aims is to encourage the student’s identification and the development of his/her personality as a result of the enriching experience of living in a multilingual atmosphere.

Language is an instrument used by the human being to establish relationships, to take part in social exchanges, to communicate, for this reason the process is based

in learning descriptive elements of the language and to use them in specific situations.

The goal is to make the student acquire a competent Communicative Ability, which embraces the knowledge and abilities to produce and understand all the messages in the appropriate contexts.

During the Spanish Language and Culture lessons the teachers will focus on theory and practice related to these important components: grammar, reading, writing, listening, speaking and vocabulary so that the students are encouraged to learn with deductive and inductive methodology inferences.

The students are also encouraged to develop intercultural competence with a combination of knowledge, skills, and attitudes, which enable individuals to communicate and interact across cultural boundaries.

The approach is intended to be as close as possible to real life situations in the Spanish-speaking world.

Barcelona International College offers this course aimed at a linguistic, methodological, didactic and sociocultural update for the students involved. It has been produced under the requirements of the MCER (Common European Frame of Reference), which provides a common base to develop language programmes, curricular guidance, exams, and manuals for all of Europe. It consists of an integrative study of what language students have to do in order to use the language to communicate, as well as the knowledge and skills they need to develop in order to interact efficiently and the cultural context in which the language is used. Thanks to this common base for the explicit description of objectives, content and methods, the *Frame of reference* favours the transparency of the courses, programmes and certificates, promoting the international cooperation in the field of modern languages.

We use the *Prisma* Method from Edinumen editorial, as it is based on this communicative method and it follows the directives of the European Frame of Common Reference (MCER).

This method consists of a student manual, workbook, C.D., and a teacher's manual. The teacher's manual includes supplementary photocopies of activities that will be provided for the students. Furthermore, if necessary the professor will supply extra material to reinforce the lessons.

Classroom procedures: The teacher's role in the classroom is to make the learning easier and to facilitate language acquisition. During the term, the teacher uses Spanish language as much as possible, facilitates small group work, gives instructions, monitors, corrects and explains. The student is the focus of all didactic considerations and all materials of own production and activities prepared by the teacher have been adapted to him/her. The teacher is a guide in the learning process of each student so the activities are done more efficiently. The teacher acts as an informant in the content presentation phase; he/she is the main source of information for the students and adapts both to the group level and its needs. He/she has to be competent to determine the range of available possibilities and to set out the procedures that will allow the students a conscious selection. The teacher talks to the students to find out their interests and needs. The first day of the week the teacher decides the work contents for the group and for each individual. This way the activities developed in class will be more motivating for the student who will feel the need to interact constantly. Likewise, the teacher

investigates and reviews the previous knowledge of the students and awakens their need to apply the learning and communication strategies. With this approach the student feels motivated, receptive, active and involved in class; the atmosphere in class is relaxed and open so that the communication is completely real.

Teaching staff

Qualified teachers licensed in Hispanic Philology from different universities teach these courses; authors of didactic material, and all of them are experts in teaching Spanish as a foreign language.

Language groups

The ideal is ten students maximum per class, in order to allow for the students to verbally communicate in pairs, small groups and class discussions under the professor's supervision. However, it depends on the number of students that will come and their level.

Levels

The first week all of the students will take a test to measure their level of proficiency and be placed accordingly in a class. This language exam consists of a grammar section and an oral section, in order for the teacher to accurately evaluate the level of each student.

The students will know the same day that they take the test which class they are in, their teacher, and their manuals.

For each level *Prisma* Method has a different set of books. The levels are:

- A1 BEGINNERS
- A2 ELEMENTARY
- B1 INTERMEDIATE
- B2 ADVANCED
- C1 HIGHER ADVANCED
- C2 PROFICIENT

Evaluation

Attendance is very important in language classes in order to properly understand all of the foreign language structures and vocabulary that will be taught. It is mandatory and will be strongly enforced.

The final grade consists of five different parts as reflected in the grade breakdown:

- 20% Class participation & attendance
- 20% Continuous evaluation (the daily effort for speaking Spanish in class, quizzes, and practicing the learned structures)
- 15% Homework
- 15% Midterm exam
- 30% Final exam

The Exams

The exams consist of five parts: grammar, reading, writing, listening and speaking. The exams will be weighted as follows:

30% Grammar
10% Reading
20% Writing
10% Listening
30% Speaking

The final exam will have the same format as the midterm exam. It is a cumulative exam, including material from throughout the entire course. The teacher will place more emphasis on the final exam because it is cumulative. Student improvement will also significantly affect the overall grade.

BIBLIOGRAPHY

Manuals

V.V.A.A., Metodo Prisma, Editorial Edinumen. Levels: B1. Student's book and workbook.

índice de contenidos

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Funciones comunicativas

- Expresar cortesía
- Contar y describir anécdotas sobre usos y costumbres
- Dar instrucciones y consejos para desenvolverse en otros países y culturas

Contenidos gramaticales

- Revisión de tiempos del modo indicativo

Contenidos léxicos

- Léxico relacionado con las relaciones sociales

Contenidos culturales

- El Rastro en Madrid
- El regateo
- Fórmulas de cortesía en España
- Costumbres españolas
- Cultura gestual

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Funciones comunicativas

- Hablar del pasado. Situar una acción anterior a otra en el pasado
- Controlar la comunicación: repetir, preguntar, dudar, resumir, etc.
- Expresar y provocar curiosidad

Contenidos gramaticales

- Revisión de pasados
- Pretérito pluscuamperfecto de indicativo: morfología y usos
- Expresiones de curiosidad y sorpresa
- Expresiones de tiempo

Contenidos léxicos

- Experiencias personales
- Biografías
- Anécdotas
- Sueños y pesadillas

Contenidos culturales

- Cristóbal Colón
- Literatura: Juan José Millás
- Biografía de Enrique Granados
- Argentina: los desaparecidos

Unidad 3 29

Funciones comunicativas

- Conceder permiso
- Convencer, atraer la atención y animar a la acción. Persuadir
- Dar instrucciones
- Dar consejos, recomendaciones y soluciones
- Dar órdenes
- Ofrecer algo
- Mostrar desacuerdo

Contenidos gramaticales

- Imperativo negativo regular e irregular
- Imperativo + pronombres
- Imperativos fossilizados:
 - Venga
 - Vamos
 - Mira

Contenidos léxicos

- En el gimnasio
- Léxico del cuerpo: verbos de movimiento corporal

Contenidos culturales

- El Feng Shui
- Literatura: Juan Ramón Jiménez
- *La bilirrubina* de Juan Luis Guerra
- Español de América: uso del imperativo

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Funciones comunicativas

- Expresar deseos
- Reaccionar ante un deseo
- Animar a alguien

Contenidos gramaticales

- Presente de subjuntivo: morfología, regular e irregular
 - Ojalá
 - Espero que
 - Deseo que
 - Quiero que

Contenidos léxicos

- Los estudios

Contenidos culturales

- La universidad española
- El sistema educativo en España
- Literatura: Juan Ramón Jiménez

Funciones comunicativas

- Expresar probabilidad en el presente, en el pasado y en el futuro
- Lamentarse
- Responder con seguridad
- Negar/afirmar con decisión
- Expresar extrañeza
- Expresar preocupación
- Tranquilizar

Contenidos gramaticales

- Futuro perfecto: morfología y uso
- Contraste futuro perfecto, futuro imperfecto y condicional simple
- Usos del participio pasado
- Marcadores de probabilidad: *a lo mejor, quizá*, etc.
- *¡Por qué + condicional!*
- *Tener que* (imperfecto) + infinitivo compuesto

Contenidos léxicos

- La educación

Contenidos culturales

- Las vacaciones escolares en España y Cuba
- Literatura: Julio Cortázar

Funciones comunicativas

- Expresar probabilidad
- Indicar la existencia de algo o de alguien

Contenidos gramaticales

- *Quizás + subjuntivo*
- *A lo mejor + indicativo*
- Adjetivos y pronombres indefinidos (revisión)

Contenidos léxicos

- Léxico relacionado con la literatura y el cine

Contenidos culturales

- Los misterios del cine
- *Crónica de una muerte anunciada* de Gabriel García Márquez
- La interpretación de los sueños
- Las supersticiones

Funciones comunicativas

- Valorar y opinar
- Destacar o dar importancia a algo
- Expresar acuerdo y desacuerdo
- Organizar nuestras palabras: argumentar

Contenidos gramaticales

- Verbos y fórmulas de opinión tipo:
 - *me parece/es + adjetivo + que + subjuntivo*
 - *me parece/está + adverbio + que + subjuntivo*
 - *es un/una + sustantivo + que + subjuntivo*
 - *es cierto/evidente + que + indicativo*
 - *está claro + que + indicativo*
- Estructura: *lo más/menos + adjetivo + es*
- Argumentación: organizadores del discurso
- Pronombres sujeto: función enfática

Contenidos léxicos

- La ecología

Contenidos culturales

- Contraste de expresiones: español de España y español de América
- *La mujer de agua* de Carmen Rigalt

Funciones comunicativas

- Expresar cortesía
- Hablar del pasado
- Convencer, atraer la atención y animar a la acción
- Expresar/preguntar por sensaciones físicas
- Dar consejos/recomendaciones
- Expresar deseo
- Felicitar, agradecer
- Expresar probabilidad
- Valorar y opinar
- Organizar nuestras palabras
- Argumentar

Contenidos gramaticales

- Modo indicativo; imperativo; presente de subjuntivo; condicional simple
- *Ojalá* + subjuntivo
- Marcadores de probabilidad: *a lo mejor, quizás...*
- Verbos y fórmulas de opinión del tipo: *es/está* + adjetivo + *que* + indicativo/subjuntivo
- Argumentación: organizadores del discurso

Contenidos léxicos

- Léxico relacionado con la radio y la publicidad

Contenidos culturales

- La publicidad en España

Unidad 8

Funciones comunicativas

- Describir y definir
- Identificar objetos, lugares y personas y dar información secundaria
- Pedir información sobre si sabe algo o conoce algo/a alguien
- Pedir (algo) especificando

Contenidos gramaticales

- *Ser* y *estar*. Usos (revisión)
- Oraciones de relativo. Contraste indicativo/subjuntivo
- Antecedente conocido/desconocido

Contenidos léxicos

- Léxico de descripción
- La moda

Contenidos culturales

- La Pasarela Cibeles, Madrid
- La Pasarela Gaudí, Barcelona
- El Quetzal
- Panamá, Guatemala, Nicaragua, Costa Rica
- Mónica Molina, actriz y cantante española

Unidad 9

Funciones comunicativas

- Relacionar dos momentos en el tiempo
- Expresar el momento en que ocurre una acción
- Fijar el momento futuro

Contenidos gramaticales

- *Después de/antes de* + infinitivo
- *Cuando/después de que/hasta que* + indicativo/subjuntivo
- *Antes de que* + subjuntivo
- Otros nexos temporales

Contenidos léxicos

- Léxico relacionado con las etapas de la vida

Contenidos culturales

- Las Edades del Hombre
- *Resistiré* de El Dúo Dinámico
- El I Ching
- *La sonrisa etrusca* de José Luis Sampedro

Unidad 10

Funciones comunicativas

- Explicar el motivo o la causa de una acción
- Explicar la verdadera causa de algo negando otra explicación
- Justificar una opinión negando otra anterior
- Dar explicaciones o disculparse por algo
- Expresar fastidio y resignación
- Lamentarse de algo
- Tranquilizar y consolar a alguien

Contenidos gramaticales

- Conjunciones causales: *porque, a causa de (que), debido a (que), ya que, dado que, puesto que, como, por, no porque..., sino porque, no es que... sino que...*

Contenidos léxicos

- Manías y costumbres
- Mensaje, telegrama, correo electrónico, carta informal y nota

Contenidos culturales

- *Lituma en los Andes* de Mario Vargas Llosa
- El mundo laboral en España

Funciones comunicativas

- Expresar consecuencia y finalidad
- Presentar una reclamación por escrito (carta formal)
- Argumentar

Contenidos gramaticales

- Conectores de la argumentación
- Consecuencia: *por eso, por lo tanto, así que, de ahí que, tan... que*
- Finalidad: *para que, a que, a fin de que*

Contenidos léxicos

- Salud y estética

Contenidos culturales

- El Balneario de Archena, Murcia

Funciones comunicativas

- Expresar deseo
- Expresar extrañeza
- Expresar gratitud. Reaccionar ante el agradecimiento
- Ofrecer ayuda, un servicio o una idea
- Felicitar
- Pedir disculpas
- Rechazar una invitación o un ofrecimiento

Contenidos gramaticales

- Pretérito perfecto de subjuntivo: morfología y uso
- ¿*Querer + que + subjuntivo*?
- ¡*Qué raro/me extraña/te agradezco + que + presente/pretérito perfecto de subjuntivo!*
- *Gracias por + infinitivo simple/compuesto*

Contenidos léxicos

- Las compras

Contenidos culturales

- Comercio justo
- La peonza
- Formas y fórmulas de cortesía

Funciones comunicativas

- Describir
- Dar instrucciones
- Convencer, persuadir

Contenidos gramaticales

- Imperativo afirmativo y negativo
- Oraciones temporales
- Oraciones finales
- Oraciones de relativo
- Oraciones condicionales
- Perífrasis de obligación
 - *deber + infinitivo*
 - *tener que + infinitivo*

Contenidos léxicos

- Piezas de un electrodoméstico
- Manual de instrucciones
- Descripción de personas

Contenidos culturales

- Marketing y publicidad

En el método se han usado los siguientes símbolos gráficos:



Trabajo individual



Hablar



Audio

[1]

[Número de la grabación]



Trabajo en parejas



Escribir



Léxico



Trabajo en pequeño grupo



Leer



Profesor



Trabajo en gran grupo o puesta en común



Jugar



Tareas para realizar en casa