



SEMESTER COURSE LEVEL B2 SPANISH LANGUAGE COURSE INFORMATION

COURSE: ADVANCED B2

CALENDAR:

SCHEDULE:

TOTAL HOURS: 60h **CREDITS:** 6 ECTS

CONTACT HOURS: 45h

IMPORTANT: Failure to attend at least 80% of the total course hours, or more than 4 unjustified class days (8h), means the student will not be eligible for CONTINUOUS ASSESSMENT and must take the FINAL EXAM instead.

ASYNCHRONOUS LEARNING ACTIVITIES: 15h

- Exercises and individual assignments.
- Campus Difusión platform (MANDATORY online work) <https://campus.difusion.com/>
- To qualify for **CONTINUOUS ASSESSMENT**, it is mandatory to complete at least 80% of the asynchronous activity exercises on Campus Difusión.
- Access tutorial:

https://difusion.com/wp-content/uploads/2023/03/Campus-Difusion-Guia_de_usuario_estudiantes.pdf
(Spanish)

https://difusion.com/wp-content/uploads/2023/03/Campus-Difusion-User_guide_students.pdf (English)

TEACHER:

EMAIL:

OFFICE HOURS:

CLASSROOM:

TEXTBOOKS: *Aula Internacional Plus 4 and 5 (B2.1-B2.2)*, Hybrid edition. Editorial Difusión.

MOODLE PLATFORM: <https://moodle.csidiomas.ua.es/login/index.php>

CONTINUOUS ASSESSMENT: Available for students who attend at least 80% of classes and complete the asynchronous learning activities.

Class tasks and participation (minimum 3 written compositions)	10%
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Asynchronous learning activities	20%
Oral expression (assessed through class tasks)	20%
Final exam	50%
Final exam date: Last day of the course, during regular class hours.	

FINAL ASSESSMENT: Applies to students who attend less than 80% of classes and/or do not complete the asynchronous learning activities.

Oral exam (must be passed to continue)	20%
Written exam (includes asynchronous learning activities)	80%
Final exam date: Last day of the course, during regular class hours.	

NOTES

1. The final grade is not based solely on the final exam, but on the sum of all assessment components.
2. To pass the level, the average grade must be at least 5/10.
3. Students take only one final exam at the end of the course. There are no resit or additional exam sessions. Exam dates are fixed in this program and will not be changed to accommodate travel or personal plans.

• OBJECTIVES:

- Develop and refine the four main language skills: listening, speaking, reading, and writing.
- To provide students with the necessary structures to express themselves in writing with lexical variety and using syntactic structures appropriate for this level.
- To identify, describe, and compare places, objects, and people.
- To locate events in time and space. To talk about the past and express the temporal relationship between actions. To talk about processes and results.
- To talk about plans and intentions: to propose plans, accept and reject an invitation. To make predictions. To express advice, wishes, admiration, and surprise. To express regret, resignation, and acceptance. To express doubt and reservation, as well as probability and hypothesis.
- To become familiar with various aspects of everyday life in Spanish society, Spanish history, and traditions.

CONTENTS:

AULA INTERNACIONAL PLUS 4 (B2.1)

Unit 1: GOOD NEWS

Past tenses. Use of the passive voice. Impersonal constructions: *se* + verb conjugated in 3rd person / use of the 3rd person plural. Verbs of transmitting information. Media and newsworthy events. Referring to and commenting on news. Writing a news article.

Unit 2: AND WHAT DO YOU THINK?

(I don't) believe/think... that + indicative / subjunctive • it is essential / illogical... + infinitive / that + subjunctive. Only if / provided that / as long as... That (thing about / the fact that)... Moreover / and on top of that... Tourism. Some verbs with prepositions. Laws, bureaucracy, and administration. Expressing opinions and evaluations. Referring to topics or previous comments. Setting conditions. Making, supporting, or rejecting a proposal.

Unit 3: I WOULD NEVER DO THAT

Some uses of the conditional. *I recommend / advise / suggest that* + present subjunctive / imperfect subjunctive. *I thought that..., I believed that..., I didn't know that...* Sports and traditions. Vocabulary for talking about emotions, fears, and phobias. Colloquial ways of categorically denying a possibility. Giving advice. Evoking imaginary situations. Expressing opinions on actions and behavior. Expressing wishes and lack of knowledge.

Unit 4: WAYS OF LIVING

Some uses of *por* and *para*. Tense correlation in relative clauses: present or imperfect subjunctive. Connectors to add, qualify, or contrast information. Vocabulary about personal and emotional relationships. Urban tribes. Some verbs with prepositions. Expressing cause and purpose. Talking about feelings, character, and personality. Describing qualities of people and objects.

Unit 5: CHARMING PLACES

Relative clauses: the use of *que*, *quien/es*, *cuyo/a/os/as...* The participle in relative clauses: the passive voice. Verbs of perception and opinion + indicative / subjunctive. Vocabulary to describe cities, travel-related contexts, and to talk about feelings. Talking about cities: describing them and commenting on their qualities. Talking about previous beliefs about something: *I thought that...* Expressing feelings: *It disappointed me that...*

Unit 6: EXPERIENCE WILL BE VALUED

Uses of *se* in impersonal sentences and uses of passive constructions. Uses of the simple or compound infinitive. The present perfect subjunctive. Relative constructions: *quienes*, *aquellos/as que*, *todo aquel que*, *el/la/los/las que*. The use of *cualquier*, *cualquiera*. Vocabulary related to job applications and education. The verb *presentarse*. Expressing conditions and establishing requirements.

AULA INTERNACIONAL PLUS 5 (B2.2)

Unit 1: THE BODY IN MOTION

Describing actions with adjectives, gerunds, adverbs, prepositional phrases, etc. Pronominal verbs. *As if* + imperfect subjunctive. Parts of the body, body posture, and vocabulary for movements of the body and face. Feelings, emotions, attitudes, and moods. *Sentir* and *sentirse* / *poner* and *ponerse* / *quedar* and *quedarse*. Describing daily activities and giving instructions.

Unit 2: HE SAID HE WOULD DO IT

Para + infinitive / *para que* + present or imperfect subjunctive. Reported speech. Referring to promises in reported speech. Involuntary actions with *se*. *Es que...* / *no es que...* / *lo que pasa es que...* Adjectives with prefixes and indefinite articles before adjectives (*un*, *una*, *unos*, *unas* + descriptive adjective). Doing something on purpose / unintentionally / deliberately. Talking about conflicts, mediating, and solving them. Expressing intentionality (*on purpose*, *deliberately*) or lack of intention: use of pronouns *se me*, *se te*, *se le...*

Unit 3: THAT'S HOW IT HAPPENED

Temporal markers and constructions: *just when* / *then...* Uses of the imperfect indicative and subjunctive. Uses of the gerund. Placement of adjectives. Catastrophes and natural phenomena. Vocabulary related to city history. Sports vocabulary. Resources to talk about historical figures and events and combine past tenses. Referring to past events. Telling stories (tales, legends...). Conveying requests and warnings.

Unit 4: BEFORE IT'S TOO LATE

The future perfect. Temporal constructions with *while*, *until*, *as soon as*, *before*, *after*. Cohesion strategies: synonyms, word families, suffixes. The environment. Making predictions about the future. Analyzing and presenting problems related to the environment (their causes and consequences).

Unit 5: LIVING TO WORK

Concessive clauses: *although*, *despite*, *no matter how much*, *however...* Reformulating: *that is to say*, *in other words...* Giving examples: *an example*, *for example...* Vocabulary and expressions related to the workplace, characteristics of bosses and employees. Meanings of the word *experience*. Talking about a job: qualities, functions, problems, describing a company. Some features of formal written texts.

Unit 6: SINCE I DIDN'T KNOW...

Combinations of pronouns. The pluperfect subjunctive. The conditional perfect. Some connectors of cause and consequence. Vocabulary related to education. Verbs: *arrepentirse* (to regret), *lamentarse* (to lament), *dejar* (to let/leave), *pasar* (to happen/let go). Vocabulary about events and life milestones. Evaluating past events. Talking about hypothetical past events and their consequences. To blame someone.

ACTIVITIES

Check our complementary activities on the website
(www.csidiomas.ua.es)
and join us on social media



All masculine references to students in this document should be understood as referring to both male and female students.