

Spanish Language Intensive Course
Universidad Francisco de Vitoria
92 contact hours

Level: Low Intermediate (B2: Avanzado / *Vantage*)

Language & Communication

Students should be able to:

- Understand the main ideas of complex texts that have to do with concrete as well as abstract themes, including those of a technical nature as long as they are within the student's area of specialization
- Relate to native speakers with a sufficient grade of fluency and naturalness so that communication does not require a great effort on either party.
- Product clear and detailed texts about diverse subjects, as well as defend a point of view about general themes, indicating the pros and cons of the different options.

In this level, the student will learn to:

- Express tastes and preferences
- Express feelings in response to: sadness, happiness, decepcion, disgust, fear, worry, etc.
- Talk about past, present and future actions
- Talk about learning and teaching of languages
- Organize informative, brief articles
- Emit judgments and ratings and express, justify and argue an opinion
- Interrupt another person to introduce an opinion
- Express probability and different grades of assurance
- Express conditions
- Give encouragement to someone
- Give instructions to carry out a task
- Write notes or messages, transmit what is said by others and ask someone to pass along a message
- Show that student is following the intervention of another person
- Talk about the environment, rural tourism and the country
- Summarize what has been said by others
- Talk about personal relationships and change in people
- Express sensations
- Use resources to counter argue
- Greet someone, give compliments and gifts and react to receiving them
- Express need and convenience
- Confirm that something has been understood
- Give advice and recommendations
- Relate parts of a speech
- Express advantages and inconveniences
- Express agreement, disagreement and doubt to opinions
- Express finality

At the end of level B2, the student should be able to:

Listening Comprehension	Understand long speeches and lectures and even follow complex lines of an argument if the theme is relatively well known to the student. Understand almost all the news on television and programs about current themes. Understand the majority of movies in which a standard language level is used.
Reading Comprehension	Read articles and news related to contemporary problems in which the authors adopt concrete positions or points of view. Understand

	contemporary literary prose.
Oral Interaction	Participate in a conversation with certain fluency and spontaneity, that allows normal communication with native speakers. Take active part in debates developed in everyday situations, explaining and defending his/her points of view.
Oral Expression	Present clear and detailed descriptions of a wide series of themes related to his/her speciality. Explain a point of view about a theme, expanding on the advantages and inconveniences of each option.
Written Expression	Write clear and detailed texts about a wide series of themes related to his/her interests. Write summaries or reports, transmitting information or giving motives that support or refute a concrete point of view. Write letters that distinguish the importance that has been given to determined events and experiences.

Culture

Theme 1. Socio-cultural Knowledge

Se considera como primer objetivo conocer datos geográficos y sociopolíticos de la España actual y saber interpretarlos y contextualizarlos.

Strictly speaking, knowledge of the society and culture of the community or communities in which Spanish is spoken is an important aspect of knowledge of the world.

The different characteristics could relate, for example, to:

1. *Daily life – for example,*
 - o Food and drink, hours of meals, table manners
 - o holidays
 - o hours and practice of work
 - o leisure activities (hobbies, sports, reading habits, the media).

2. *Conditions of life – for example,*
 - o Levels of life (with regional, social and cultural variations)
 - o Housing conditions
 - o Means of social assistance

3. *Personal relationships – including relationships of power and solidarity, for example:*
 - o Social structure and relationships between its members
 - o Relationships between the sexes
 - o Family relationships
 - o Relationships between generations
 - o Work relationships
 - o Relations with authority, with the government
 - o Relations of race and community
 - o Relations between political and religious groups

4. *Values, beliefs and attitudes – with regard to the following factors:*
 - o Social class
 - o Professional groups (academic, business, public service, workers)
 - o Riches (earnings and inheritances)
 - o Regional cultures
 - o Security
 - o Institutions
 - o Tradition and social change
 - o History: above all, representative people and events

- Minorities (ethnic and religious)
 - National identity
 - Foreign countries, states and peoples
 - Politics
 - Religions
 - Humor
5. *Body Language.* Knowledge of the conventions that govern behavior forms part of the socio-cultural competence of the student.
6. *Social Conventions.* (for example, related to offering and receiving hospitality)
- Punctuality
 - Gifts
 - Dress
 - Apertif, drinks, food
 - Conventions and taboos related to behavior and conversations
 - Length of stay
 - Saying goodbye
7. *Ritual Behavior* in areas such as the following:
- Religious ceremonies and practices
 - Birth, marriage and death
 - Behavior of the public and the audience in public ceremonies
 - Celebrations, festivities, dances, discotheques, etc.

Theme 2. Intercultural Conscience

The knowledge, perception and comprehension of the relationship between the “world of origin” and the “world of the community being studied” (similarities and differences) produce an intercultural conscience that includes, naturally, the awareness of the regional and social diversity in both worlds, that are enriched with the awareness of a wider series of culture than that which includes the mother tongue and second language, which contributes to placing both in its context. In addition to the objective knowledge, intercultural awareness involves an awareness of how they see the community from the perspective of others, often in the form of national stereotypes.

The following objectives are considered relevant:

- Know the history of Spain in relation to the passage of different peoples
- Know what consists of the crossing of three cultures and understand the terms of multiculturalism and interculturalism in its application and analysis of present-day Spain

Themes 3 & 4. Awareness of Artistic Manifestations

Art and history are also different characteristics and forms of learning about a culture and understanding it from a better perspective.

- Know the history and artistic movements of the Golden Age, as well as the main authors and works of the Renaissance and Baroque Spain
 1. A comprehensive vision of Lazarillo de Tormes and Don Quijote de la Mancha
 2. Life and works of Velázquez. Discuss and interpret the painting *Las Meninas*
- Know the history and artistic movements of the 20th century, as well as the main authors and works of modern and contemporary Spain
 1. History of the second Republic, the civil war and the two stages of the Franco dictatorship

2. Know who the Generation of '27 were and what they represent. Read and interpret poetry and theatre by Federico García Lorca and the poetry of Rafael Alberti. Know the general lines of the vanguards and its interrelationship in Europe..
 3. Study Spanish painting of the 20th century: cubism and surrealism.
 4. Vanguard art and design: the innovations of Azúa
- Know the main places of historical and artistic interest in the city of Madrid.
 1. El templo de Debod.
 2. El Palacio Real.
 3. El Madrid de los Austrias.
 4. El Senado.
 5. El Museo del Prado.
 6. El Museo Reina Sofía.