

SPANISH AS A FOREIGN LANGUAGE PROGRAM
(ELE)

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SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE)

Module 13 (C1.2)

40 hours.

Materials:

- Alba al Español platform.
- C de C1 (units 6 to 10).

General objectives:

- The student will be able to skillfully introduce comments in a conversation and relate them with the ones of the speaker, as well as to take and change the turns.
- The student will make use of a high grammar control and of a wide range of linguistic expressions (both formal and informal) in general topics, as well as amplifying an opinion or summarizing the information.
- The rhythm of the conversation will be fluent, with a clear pronunciation although rephrasing is allowed when it comes to conceptual or grammar obstacles.

Evaluation of the 4 skills:

Oral expression and interaction (EIO)	Listening comprehension (CA)	Continuous assessment	25%	100%
		Auditory-oral project	25%	
Written expression and interaction (EIE)	Reading comprehension (CL)	Continuous assessment	25%	
		Writing and reading	25%	

Our courses according to CEFR	
CEFR	Levels
A1	Module 1 (A1.1)
	Module 2 (A1.2)
A2	Module 3 (A2.1)
	Module 4 (A2.2)
FUNDAMENTALS A1-A2 (one module)	
B1	Module 5 (B1.1)
	Module 6 (B1.2)
	Module 7 (B1.3)
B2	Module 8 (B2.1)
	Module 9 (B2.2)
	Module 10 (B2.3)
	Module 11 (B2.4)
C1	Module 12 (C1.1)
	Module 13 (C1.2)
	Module 14 (C1.3)

Session 1 (4 hours)

Specific objective: relating discursive and grammar strategies with how to express emotions in cultural interactions.

- **Communicative resources:**
 - Talking about emotions related to social media content.
 - Expressing opinions about loving a sport.
- **Grammar contents:**
 - Structure to describe the emotional relation with an object, subject or activity: 'tener' + indirect object pronoun + emotional noun ? Tenerle confianza a..., tenerle devoción a.
 - Some uses of the gerund: conditional, simultaneity, relative expression, posteriority, cause and modality* (this one works as a mode adverb).
 - Some uses of the verbs Algunos usos de los verbos 'estar', 'quedarse' and 'dejar': 'está mudo, se quedó mudo, dejó mudos'.
- **Vocabulary:**
 - Some verbs and emotional verbal constructions: 'reír, llorar, gritar, callar, temblar; llorar de, morirse de, mearse de, gritar de, temblar de, cagarse de, partirse de'.
 - Vocabulary related to religion (applied to a religion or a sport): 'la devoción, los feligreses, la gloria, las plegarias, los creyentes, los santos, dios/ Dios, los mártires, el Santo Grial, el espacio sagrado, la peregrinación, la misa'.
 - Some emotional nouns: 'fobia, respeto, cariño, confianza, manía, (buena/ mala) idea, envidia, miedo, celos, ganas, rabia, tirria, odio, amor, compasión, desconsideración'.
- **Intonation and pronunciation:**
 - Intonation in **emotional expressions**.

Session 2 (4 hours)

Specific aim: reflecting on discursive strategies to describe emotions and moods.

- **Communicative resources:**
 - Describing emotions experienced when practicing and watching sports.
 - Talking about moods during the stages of life

– **Grammar contents:**

- Uses of the reflexive emphatic pronouns: 'mí, ti, él/ ella/ usted/ sí/ nosotros/ vosotros/ ustedes/ ellos/as' + 'mismo/os /a /as'.
- Some verbal periphrases to show beginnings: 'empezar a/ iniciar con/ ponerse a/ echarse a/ lanzarse a/ romper a/ comenzar a' + infinitive.
- Generalization strategies: 'uno/a, cada cual/quien, tú genérico, cualquiera, todo mundo'.

– **Vocabulary:**

- More emotional nouns: 'aversión, paciencia, pánico, vergüenza, pena, repulsión, apego, pavor, simpatía, empatía, antipatía, animadversión, orgullo, furia, asco, pasión, ternura'.
- Expressions related to moods: 'ponerse triste/ feliz, provocar alegría/ tristeza, perder la calma/ la cabeza, perder la esperanza/ la confianza, tomarle/ cogerle el gusto a algo'.
- Mood verbs which come from nouns: 'entristecerse, alegrarse, animarse, enloquecer, encolerizarse, encariñarse, enamorarse, enorgullecerse, asquearse, apasionarse, avergonzarse, enfurecerse'...

– **Intonation and pronunciation:**

- Intonation of **generalizing expressions** in the discourse.

Session 3 (4 hours)

Specific objective: discussing the elements which create cultural differences and stereotypes, as well as grammar-discursive strategies to guess situations.

– **Communicative resources:**

- Reflecting on some stereotypes, prejudices and misunderstandings.
- Expressing guesses about cultural aspects and intercultural interaction dynamics.

– **Grammar contents:**

- Structures to express opinions: 'para mí + eso de/ lo de + me parece' + evaluative adjective/ noun/ 'de lo más' evaluative adjective.
- Simple future to express guesses in the present → '¿dónde estará Javier? ¿por qué no llega?'
- The conditional and the future compound to express guesses in the past → 'estaría/ habrá estado en su casa, por eso no llegó'.
- The compound conditional to express guesses in the past in referred discourse: 'pensamos que habrías estado en tu casa y que por eso no llegaste'.

– **Vocabulary:**

- Expressions to show disgust: 'me molesta, me enfada, me cansa, me fastidia, me siento mal/ fatal, me hace sentir incómoda/ triste, *me jode, *me hace gracia que' (introduce criticism).
- Expressions about people's relationships: 'tratar bien/ mal/ de igual a igual/ con cordialidad, tener (mucho/ poco) trato con, relacionarse con alguien, guardar/ mantener las distancias, vincularse a, crear vínculos, llevarse bien/ mal/ más o menos, entenderse con'.

– **Intonation and pronunciation:**

- Intonation in **guesses**.

Session 4 (4 hours)

Specific aim: making dialogues about descriptions and evaluating people and cultural products.

– **Communicative resources:**

- Offering descriptions and opinions about films and their topics.
- Reflecting on the subjective characterization and the regional stereotypes.

– **Grammar contents:**

- Verbal correspondence between direct and indirect speech (in indicative and in subjunctive).
- Strategies for the indirect speech: 'dijo/ señaló/ apuntó/ indicó + que, pensaba/ creía/ me figuraba/ imaginaba' + 'que, preguntó/ cuestionó/ indagó/ inquirió/ averiguó/ quería saber' + 'si'.
- Text genres, characteristics and uses: fiction story, journalistic chronicle, opinion article, letter or personal email, professional email, academic text.

– **Vocabulary:**

- Expressions to describe personality and character traits: 'serios, bromistas, graciosos, alegres, flojos/ perezosos, parlanchines/ habladores, secos, conversadores/ platicadores, sosos, enamoradizos, nerviosos, amigables, antisociales'.
- Some colloquial expressions: 'según van hablando, ser muy de, chorradas, tener un enrollé verbal, ser un poco pasotas, si van a vienen, pillar los chistes, ser de buen rollo'.

– **Intonation and pronunciation:**

- **Subjective emphasis in narrative discourses.**

Session 5 (4 hours)

Specific aim: talking about costumes, daily activities and timetables.

– **Communicative resources:**

- Giving opinions about media consumption and how it is related to sleep schedule.
- Analysis of the functions of the journalistic article.

– **Grammar contents:**

- Time correspondence between main and subordinate sentences with present and imperfect subjunctive.
- Difference in the degrees of probability between the present and the conditional indicative, as well as between present and imperfect subjunctive
? 'Eso implica que el gobierno adopte medidas/ eso implicaría que el gobierno adoptara medidas.'

– **Vocabulary:**

- Sleep time expressions: 'madrugar, traspasar/ desvelarse, quedarse hasta las tantas (viendo la tele/ despierto), quedarse hasta deshoras, tener problemas (de insomnio/ para conciliar el sueño), arrastrar (el sueño/ el cansancio), (no) aprovechar (el día/ la tarde/ la noche), falta de (sueño/ descanso), pasar la noche en vela.'
- Vocabulary to express necessities: 'hacer falta, ser necesario, implicar, requerir, ser indispensable, urgir/ ser urgente, conllevar.'
- Expressions linked to TV: 'programar, emitir, compaginar, promover, eludir/ omitir, televisar, promocionar.'
- Vocabulary linked to journalism: 'informativo, de opinión, crítico/a, debate, datos, teórico, ofrece evidencia, posicionamiento, enmarcar, sesgo, cobertura.'

– **Intonation and pronunciation:**

- **Journalistic intonation** in opinion genres (the case of the TV).

ORAL-AUDITORY PROJECT (SUGGESTED)**Individual work:**

- Listening twice to an interview with a celebrity (Ana de Armas) and rewriting her answers in indirect speech (verbal tenses as well as pronouns and personal and demonstrative adjectives).

Individual or work in couples:

- Pick randomly a card with a picture of a film to 1) describe it, 2) make some guesses and 3) express hypotheses about what could happen next.

Group work:

- Some students of the group can collaborate at the end of each intervention to propose or improve hypotheses.

Session 6 (4 hours)

Specific aim: making dialogues about social rights and discursive strategies to ask for them.

– **Communicative resources:**

- Expressing ideas as a manifest.
- Creating complaints and requests in the social field.

– **Grammar contents:**

- Future simple and compound indicative to express suppositions.
- The function of some lexicalized imperatives: 'mira, toma, anda, vamos/vayamos, cállate, imagínate, vaya, figúrate, *órale, *fíjate'.
- Structure to convey threat, ultimatum, condition or explanation: como + present/ imperfect subjunctive.
- Functions of the preposition 'hasta' 'a', 'incluso'.

– **Vocabulary:**

- Meanings of the verb 'tocar': 'palpar, corresponder, ser de interés, repartir, caer en suerte'.
- Adjectives participles and active participles: '-ado, -ido, -to, -so, -cho; -nte: creer → creído → creyente; relajar → relajado → relajante; condicionar, estresar, cambiar, cortar, alarmar, determinar, saciar, desafiar, fulminar, desconcertar, delirar, causar, agobiar, vigorizar, convenir, intervenir, estimular, seguir'.
- Verbs linked to the manifesto layout: 'manifestar, reivindicar, exigir, recordar, unir, levantar, cambiar, mejorar, respetar, obtener, recibir, invitar, instar, firmar'.

– **Intonation and pronunciation:**

- Different emphasis of the expressions of **threat** and **explanation**.

Session 7 (4 hours)

Specific aim: making dialogues about elements which form the subjects' identity.

- **Communicative resources:**
 - Identifying character and personality traits.
 - Discussing social and cultural elements present in the subjective identity
- **Grammar contents:**
 - Conditional to express hypothetical social situations.
 - Structures to show distance with the expressed before: 'aparentemente, sin duda/ sin lugar a dudas, al parecer, supuestamente, serían vs. son, de alguna manera, seguramente, con toda seguridad, probablemente, en cierto sentido, muy probablemente + sentence'.
- **Vocabulary:**
 - Vocabulary to express our own identity: 'mis sueños/ anhelos/ metas/ retos son..., mis experiencias pasadas/ por experiencia propia, mis ideas políticas, el lugar donde me siento en casa es..., la cultura con la que me identifico es..., me siento muy unido/ vinculado a..., me siento parte de..., una cosa que me define/ me caracteriza es..., proyecto seguridad/ inseguridad/ nerviosismo, soy una persona (muy) tranquila/ acelerada'.
 - Personality evaluative adjectives: 'decidido/a, puntilloso/a, caótico/a, metódico/a, desordenado/a, distraído/a, *detallista, *inteligente, *(in)tolerante, *(in)flexible,'.
 - Expressions to describe nature: 'saltarse las normas, coger/tomar al toro por los cuernos, echarse (para) atrás, ir/tener los pies de plomo, no pensárselo dos veces, pensar antes de actuar, actuar impulsivamente, aceptar un desafío, buscar los pros y contras, ir a paso firme, enfrentar las dificultades'.
- **Intonation and pronunciation:**
 - Intonation as a distance marker related to the expressed information.

Session 8 (4 hours)

Specific aim: evaluating physical appearance and people's attitude through communicative and grammar resources.

- **Communicative resources:**
 - Talking about fame or some people's projected image.
 - Taking position about a topic.

– **Grammar contents:**

- Mode evaluative adverbs ending in -mente: 'desafortunadamente, curiosamente, tristemente, desgraciadamente, afortunadamente.
- Rectifying or qualifying conditional structures: **antecedent + consequent** → si bien + sentence, no podemos negar/ decir que + sentence; a lo mejor es verdad/ cierto/ triste/ extraño que + sentence, pero también es verdad/ cierto/ notorio que + sentence; no es que + sentence, sino que + sentence; no solo + sentence, sino también + sentence; no es que no + sentence, lo que pasa es que + sentence; es menos/ más una cuestión de + noun + que de + noun; Y aunque/ no obstante que/ incluso si + sentence, lo cierto es que + sentence.

– **Vocabulary:**

- Popular expressions and idioms linked to image and fame: tener/ dar/ proyectar (una/ la) mala imagen, ganarse/ tener la fama de..., como te ven, te tratan; haz fama y échate a dormir; ser famoso/a por..., crearse/ arrastrar una/la buena/ mala fama/imagen, vender/ proyectar/ construirse una/la buena/ mala imagen, ganarse fama de'.

– **Intonation and pronunciation:**

- The intonation in the **rectifying or nuancing conditioners**.

Session 9 (4 hours)

Specific aim: recalling memories from diverse biographical moments.

– **Communicative resources:**

- Expressing childhood memories related to cinema and TV.
- Giving opinion about the elements which constitute a film and its communicative strategies

– **Grammar contents:**

- Structure 'lo' + adjective (from a verb): 'hablemos de lo importante; contaron lo vivido en su incursión en la guerra'.
- Structure of evaluative reviews (talking about cinema): title of the review, mention and details about the film, summary of the plot, critical comments (sometimes through rhetorical questions) and explained with examples, conclusions.

– **Vocabulary:**

- Expressions to remember: 'saberse de memoria, recordar, acordarse de, nunca olvidaré/ nunca me olvidaré de, no se me va a olvidar, lo recuerdo claramente/ como si fuera ayer'.

- Cinema expressions: 'película/ filme/ largometraje, puesta en escena, encarnar, salir a cuadro, plano, secuencia, encuadre, salir en..., ser el/la protagonista/ protagonizar, fuera de cuadro, voz en off, fotografía, dirección, guion/guionista, montaje, aparición, filmografía, trama'.
- Historical-political vocabulary: 'genocidio, cautiverio, masacre, dominio, periodo, cautiverio, dictadura'.
- **Intonation and pronunciation:**
 - Intonation in **rhetorical questions**.

Session 10 (4 hours)

Specific aim: describing the characteristics of some family interactions and some historical ones.

- **Communicative resources:**
 - Characterizing events and family meetings.
 - Discussing about the discursive strategies to refer to historical events.
- **Grammar contents:**
 - More uses of indirect speech.
 - Accidental 'se' to express that something is done involuntarily: 'se perdió, se cayó, se lastimó'.
 - The symbiosis of the accidental 'se' and the indirect object pronoun to indicate a person's involvement in an accident: 'a mí/ ti/ ella/ él/ nosotras/ vosotros/ ustedes/ ellos + temporalidad (un día, hace tiempo, una vez, muchas veces, nunca, siempre) + se me/ te/ le/ nos/ os/ les' + verb.
- **Vocabulary:**
 - Expressing doubt, surprise or correcting previous information: ' Pero' + sentence (to correct), 'Pero si' + sentence (convey surprise), repetitive questions: '¿sí te dije a las 9:00 am?; no, no fue así, fue de este modo'.
 - Argentina's vocabulary variety: 'che, colectivo, quilombo, atender, celular, pileta, vieja, rulos, de vuelta, igual'.
 - Expressions to give a review about a text: 'el texto sostiene/ explica/ argumenta/ defiende/ refuta/ discute/ replica/ contradice que; **en** el texto se califica/ se habla de/ se aborda/ se plantea' + noun/ noun syntagm; el autor del texto presenta a/ habla de/ enfoca a/ se aproxima a + noun/ pronoun + como + noun/ sentence.
- **Intonation and pronunciation:**
 - Intonation in expressions of **doubt, surprise or correction**.

READING AND WRITING EXAM.

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