



**SPANISH AS A
FOREIGN
LANGUAGE
CURRICULUM (ELE)
MODULE 12 (C1)**



SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE)

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SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE)

Our courses according to CEFR	
CEFR	Levels
A1	Module 1
	Module 2
A2	Module 3
	Module 4
B1	Module 5
	Module 6
B2.1	Module 7
	Module 8
B2.2	Module 9
	Module 10
C1	Module 11
	Module 12
	Module 13

40 hours.

Materials:

- Avenida 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.



- b) 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.
- c) The rhythm of the conversation will be fluent, with a clear pronunciation although rephrasing is allowed when it comes to conceptual or grammar obstacles.

Assessment 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 exam	25%	



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 objective: 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 objective: 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 objective: 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::



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

Individual or work in couples:

- b) 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:

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

Session 6 (4 hours)

Specific objective: 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'.

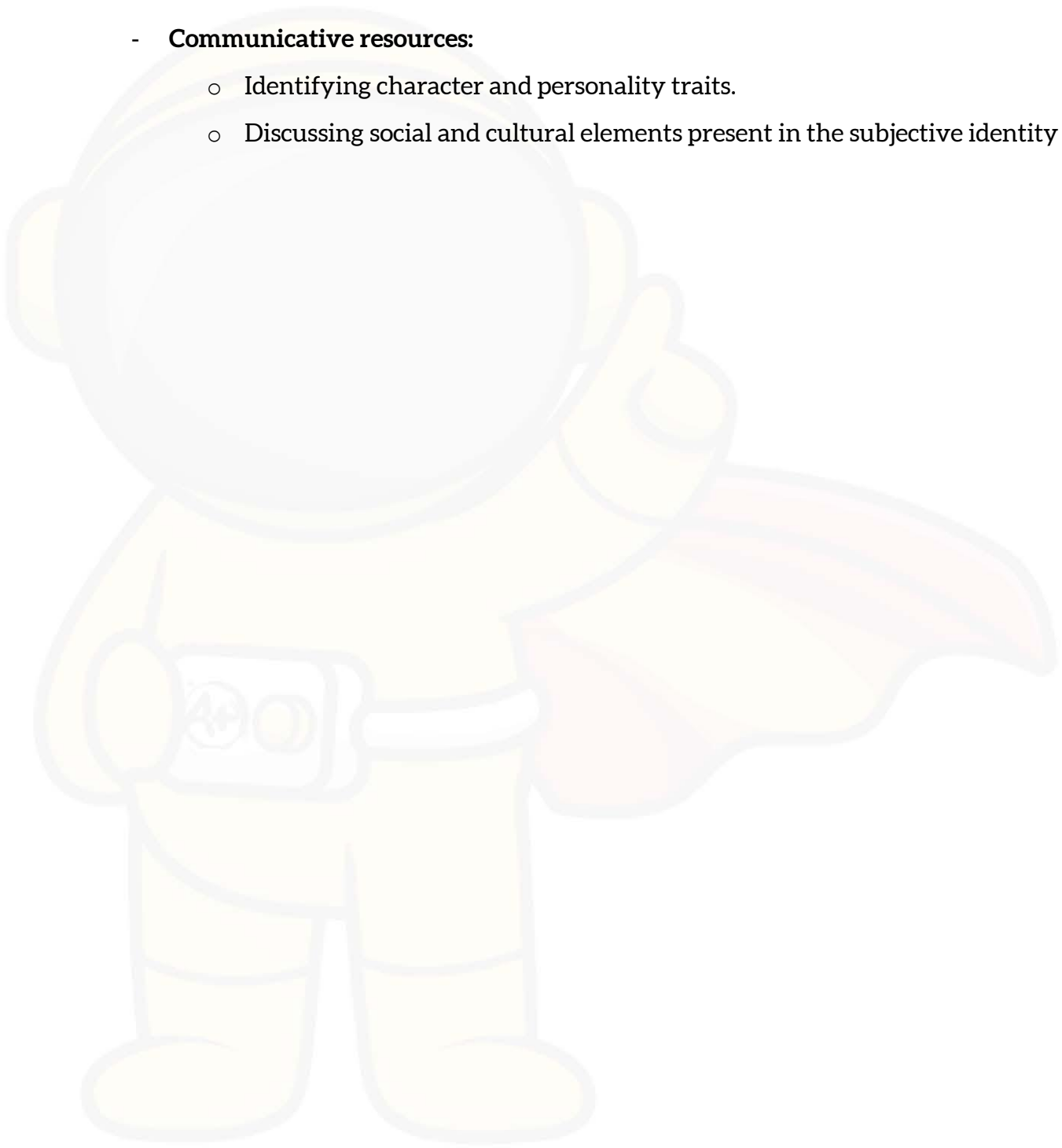
- Intonation and pronunciation:

- Different emphasis of the expressions of threat and explanation.

**Session 7** (4 hours)

Specific objective: 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, meticulado/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 objective: 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 objective: 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 objective: 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:**

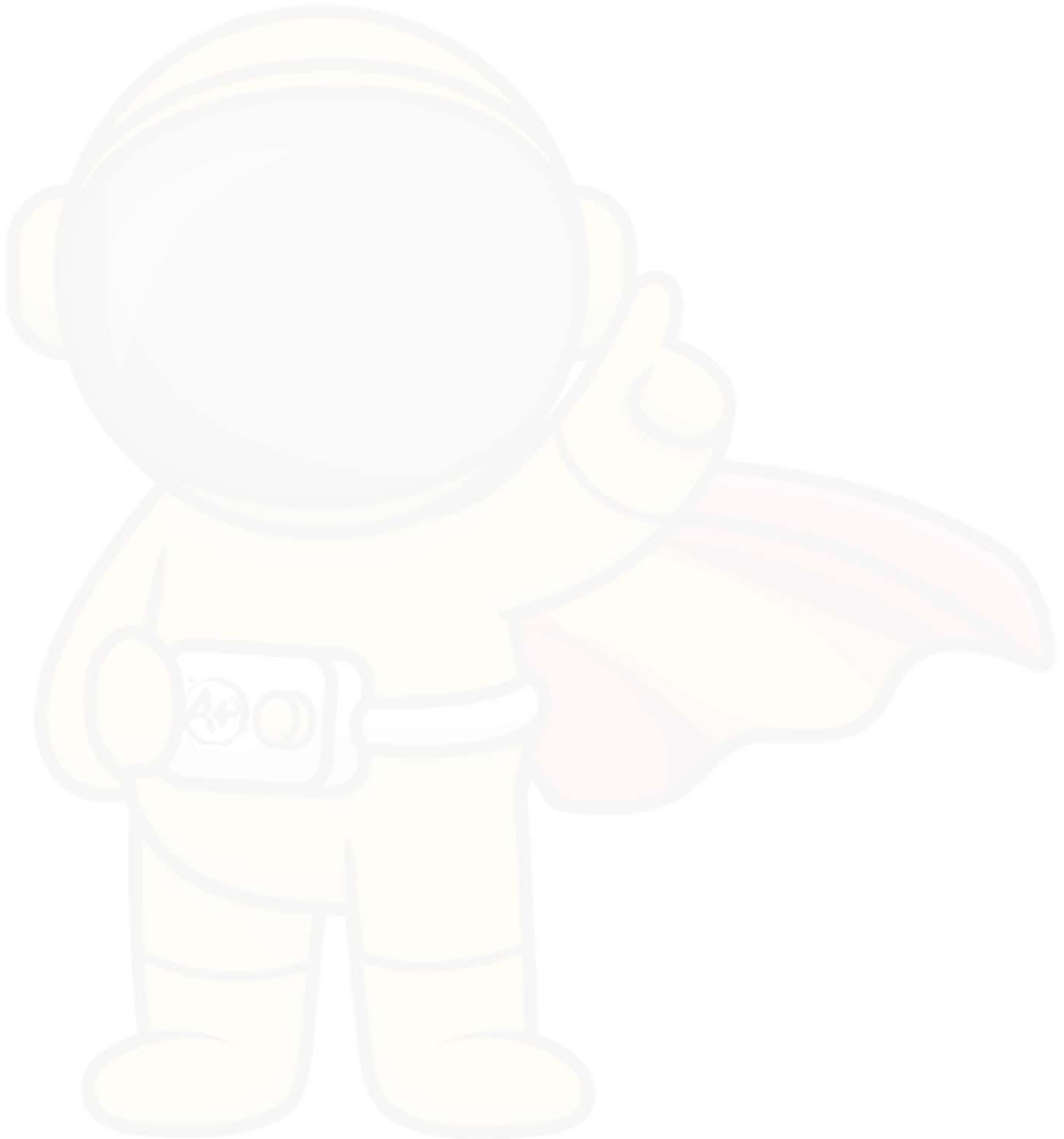
- Expressing doubt, surprise or correcting previous information: 'Pero' + sentence (to correct), 'Pero si' + sentence (convey surprise), repetitive questions: '¿sí te dije a las 9:00 am?; no, no fue así, fue de este modo'.
- Argentina's vocabulary variety: 'che, colectivo, quilombo, atender, celular, 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.



WRITING AND READING EXAM





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