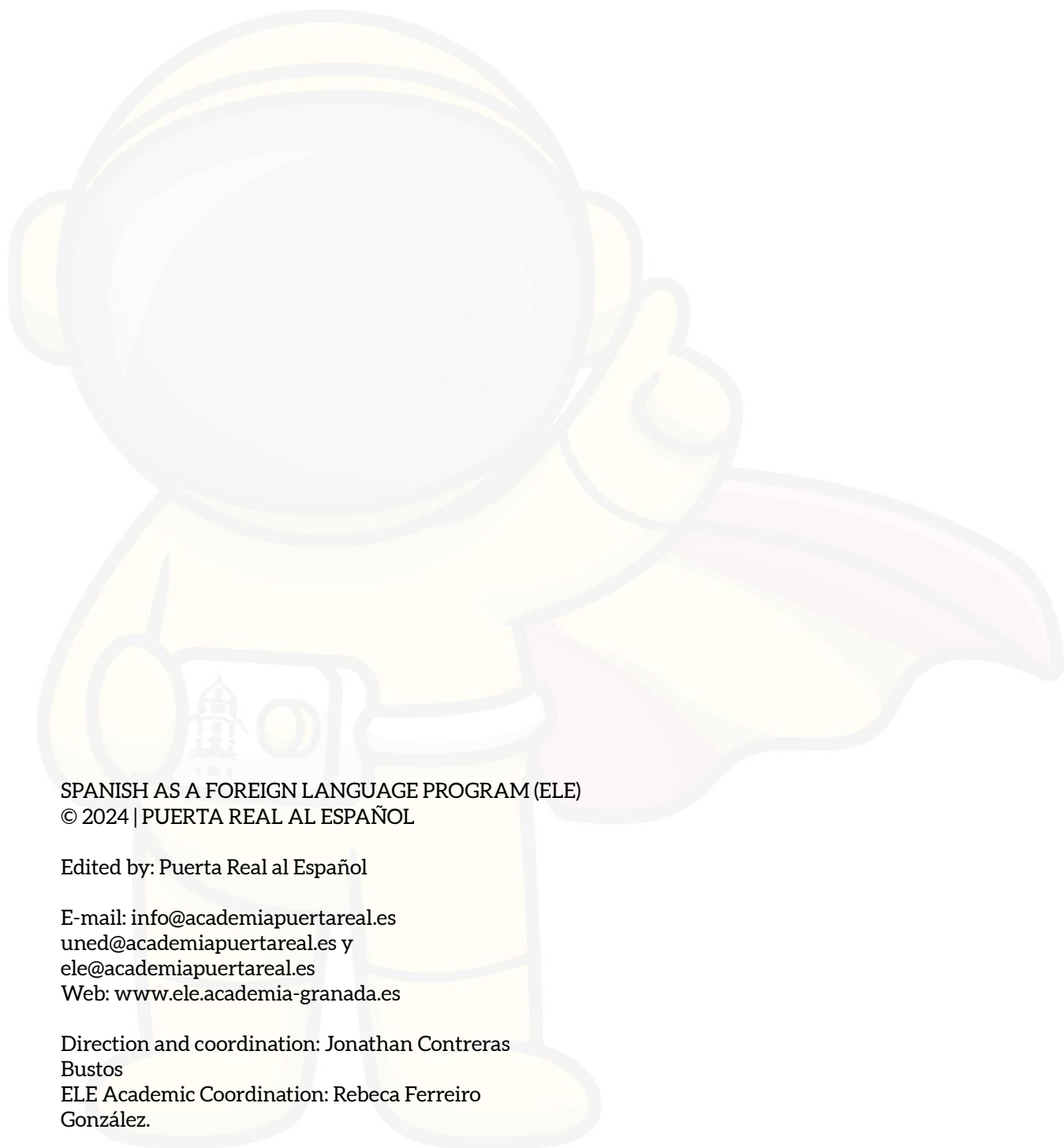




SPANISH AS A FOREIGN LANGUAGE PROGRAM (ELE)
© 2024 | PUERTA REAL AL ESPAÑOL

Edited by: Puerta Real al Español

E-mail: info@academiapuertareal.es
uned@academiapuertareal.es y
ele@academiapuertareal.es
Web: www.ele.academia-granada.es

Direction and coordination: Jonathan Contreras
Bustos
ELE Academic Coordination: Rebeca Ferreiro
González.

Pedagogical design: Rebeca Ferreiro González
Reviewers: Judith Rebollo San Juan y Pilar
Magdalena Martínez Moya
Design: Luis Chacón de Vicente
Layout: Roberto Bustos Dotor



SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE)

Module 14 (C1.3)

40 hours.

Materials:

- Puerta Real platform.
- C de C1 (units 11 to 15).

General objectives:

- The student will be able to use cohesive structures to elaborate a clear discourse with an appropriate style depending on the context.
- He/She will communicate with a high degree of grammar correction and with a great linguistic deal (formal and informal), what will allow the student to clearly express and adapt to the context, with some hesitations.
- The student will vary the intonation, fluency and spontaneity with low effort, understanding the meaning nuances despite some spontaneous obstacle.

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 aim: describing behaviours and experiences in sexist contexts.

- **Communicative resources:**
 - Talking about social cultural experiences related to be a woman.
 - Reflecting on the polysemy and its social, cultural and politic importance.
- **Grammar contents:**
 - Verbal periphrases expressing process: 'ir/ venir/ estar' + gerund.
 - Verbal periphrases expressing endings: 'terminar/ acabar' + gerund.
- **Vocabulary:**
 - Feminist vocabulary: 'igualdad, equidad, patriarcado, micromachismo, macho explicador/ machoexplicar'.
 - Meanings of the word 'experiencia': 'trayectoria, vivencia, antecedente, sensación'.
 - Other words with subtle changes: ejemplo (ser/ servir/ seguir el/ poner como + ejemplo), contacto (mantener el/ perder el/ estar en/ establecer/ seguir en/ continuar en + contacto), interés (tener/ mostrar/ ser de/ hacer [algo] por + interés), práctica (en la/ poner en/ falta de/ censurar o prohibir la/ con + práctica), etc.
- **Intonation and pronunciation:**
 - Intonation of **processes and ending periphrases**.

Session 2 (4 hours)

Specific aim: giving opinions or points of view about socially debatable topics.

- **Communicative resources:**
 - Giving opinions about rural schools in different contexts in Latin America.
 - Talking about the kinds of inequality.
 - Reflecting on the possibility of neuter expressions in Spanish.
- **Grammar contents:**
 - Uses of the pronoun 'se': reflexive, reciprocal, accidental and impersonal (passive).
 - Uses of some textual genres: blogs, magazines, advertising.



– **Vocabulary:**

- Vocabulary related to gender inequality: 'empoderar, (in)visibilizar, (in)equidad, sexismo, discriminación por razón de género, sexo (débil/ fuerte), sociedad patriarcal/ machista/ igualitaria, exteriorizar sentimientos, asignar roles, lenguaje sexista/ neutro, emancipación social/ económica, tener privilegios/ prejuicios/ sesgos, cosificar, discriminar'.
- Unequal social sectors: immigrants, disabled people, LGBTQ+ collective, indigenous groups, elderly people.

– **Intonation and pronunciation:**

- Key intonations in some **Spanish variations**.

Session 3 (4 hours)

Specific aim: reflecting on the link between human beings and the environment.

– **Communicative resources:**

- Describing characteristics of natural landscapes. Creating restructurations of ideas by using comparisons, synonyms or syntheses.

– **Grammar contents:**

- Distinction between the use of the prepositions 'por' and 'para'.
- Some literary devices to describe and explain: metaphors, similarities, synecdoche, personifications, pomposity.

– **Vocabulary:**

- Expressions to describe landscapes: 'tierra + rica/ seca/ ubérrima, zona sísmica/ peligrosa/ de riesgo, cielo estrellado/ despejado/ nublado/ azul, catástrofe natural, paraje volcánico/ idílico'.
- Adjectives for climates and landscapes: 'nublado/a, soleado/a, húmedo/a, frío/a, cálido/a, fresco/a, protegido/a, marítimo/a, desértico/a, aéreo/a, abrasador(a), diáfano/a, *inestable, *apacible, *fértil'.

– **Intonation and pronunciation:**

- Emphasis when talking about cause and consequence (with prepositions 'por' and 'para').



Session 4 (4 hours)

Specific aim: talking about the environment and its challenges: pollution and agriculture.

– Communicative resources:

- Talking about the pollution problems in several countries in Latin America.
- Description of a problem and how to face it.
- Expressing solutions while being aware of the disadvantages of a problem.

– Grammar contents:

- Sentences with concessive linkers: aunque + indicative/ subjunctive, a pesar de (que) + infinitive/ indicative/ subjunctive, aun + gerund, aun cuando + indicative/ subjunctive.
- Some devices of formal register: more technical verbs ('compensar' instead of 'dar', 'contribuir a mejorar' instead of 'hacer que mejore'), passive voice instead of the plural ('han sido convertidos en chatarra' instead of 'los han convertido en chatarra'), use of accurate pronouns ('todo aquel que/ quien' instead of 'el que').

– Vocabulary:

- Vocabulary to explain the states of the environment: 'contaminación, efecto invernadero, sustancias nocivas, partículas en suspensión, nube de esmog, vías respiratorias, calidad del aire, gases de efecto invernadero, compensación económica, vehículos ecológicos, camiones/ autobuses, emociones cero'.
- Vocabulary about environmental management: 'el patín/ el patinete/ la bicicleta como medio de transporte, el uso de vía pública para la siembra de huertos urbanos, proyectos de reciclaje, medidas para reducir la contaminación del aire, proyectos de reutilización'.

– Intonation and pronunciation:

- Intonation in **concessive sentences**.

Session 5 (4 hours)

Specific aim: describir emociones y rasgos físicos detalladamente. describing emotions and physical traits in detail.

– Communicative resources:

- Describing the characters appearing in portraits.
- Expressing contradictory emotions.
- Reflecting on the contrasts between vocabulary registers and the formality of a text.



– **Grammar contents:**

- Comparative proportional/ correlative structures: 'cuanto/ os/ a/ as más' + verb/ noun/ adjective + más verb/ noun/ adjective.
- Structure to describe moods: ese + infinitive ? 'Ese molestarse sin un motivo claro'.

– **Vocabulary:**

- Vocabulary to describe physical traits: 'boca + grande/ pequeña, tez + clara/ oscura, labios + carnosos/ finos, frente + amplia/ alta/ ancha/ estrecha, ojos + rasgados/ saltones/ almendrados/ grandes/ pequeños, cejas + pobladas/ gruesas/ finas, pelo + lacio/ liso/ ondulado/ rizado/ afro, rostro + redondo/ ovalado/ afilado/ cuadrado, barba + cerrada/ de candado/ poblada/ recortada/ de tres días'.
- Some expressions with the verb 'sentirse': pletórico, fuera de lugar, como en casa, incómodo/a'.
- Some expressions to express emotions: 'doler, quejarse, preocuparse, angustiarse, tener sentimientos encontrados'.

– **Intonation and pronunciation:**

- Emphasis on **proportional/correlative comparisons**: 'cuanto más tengo, más deseo'.

ORAL-AUDITORY PROJECT.

Session 6 (4 hours)

Specific aim: discussing the feelings which relate people to places and the concept of homeland.

– **Communicative resources:**

- Describing the feelings linked to a place and the feeling of belonging in a place.
- Expressing feelings or impressions related to the homeland.

– **Grammar contents:**

- Concessive subordinate sentences: 'por mucho/ por más/ por poco que' + indicative/ subjunctive.



– **Vocabulary:**

- Expressions to convey the feelings to a place: 'palpitar, ser el corazón de, ser el alma/corazón de, tener mala/ buena prensa/ fama, el lugar es parte de mí, arraigo/ desarraigo, aferrarse, desprenderse, *echar de menos/ extrañar, llevar en la sangre (algo), ser de tradición'.
- Expressions to describe a neighbourhood/ homeland: 'se fundó, sus orígenes se remontan a, su evolución, se caracteriza por, su distintivo es, su cultura, su gente, gastronomía, sus usos y costumbres, tradiciones, líderes, sus símbolos, unidad, solidaridad, pertenencia, fronteras'.
- Colloquialisms: 'desaguisados, tiempos inciertos, derramando sudor y lágrimas; llueva, trueno o relampaguee, acudir a ayudar a los demás'.

– **Intonation and pronunciation:**

- Emphasis in **concessive sentences**: 'por mucho que me quiera, no puedo visitarte ahora'.

Session 7 (4 hours)

Specific aim: Expressing verbal and non verbal language aspects and intentions in written resources.

– **Communicative resources:**

- Discussing social media and their users' characteristics.
- Describing some communicative colloquialisms.

– **Grammar contents:**

- Structure to react emotionally: relative pronoun 'que' in independent sentences → 'que piensen bien lo que harán/ que digan lo que quieran, pues que no venga (si no quiere)'.
- Use of suffixes to express appreciations: '-azo, -ote, -ete, -ón'.

– **Vocabulary:**

- Expressions to describe interactions in social media: 'seguir + a alguien/ una publicación/ un blog/ un podcast, compartir + información/ enlaces/ opiniones/ archivos, subir/ colgar + fotos/ música/ videos, enterarse de + eventos/ noticias/ rumores/ cotilleos/ *chismes, agregar + amigos/ contactos/ a alguien, publicar + fotos/ información, mantener el contacto, etiquetar amigos, cotillear/ chismear o chismorrear/ fisgar, *mensajear, *estalquear, *dejar en visto (a alguien), *tuitear'.



- Some appreciative colloquialisms: pelazo, notaza, artistazo, simplón/ona, películón, notición, dramón, problemón, amigote/a, guapote/a, rarote/a, malote/a, vejete, abuelete, *majete’.
- **Intonation and pronunciation:**
 - Intonation resources to **amplify** or **qualify** appreciations.

Session 8 (4 hours)

Specific aim: creating sentences to emotionally express ourselves in narrations.

- **Communicative resources:**
 - Describing affective relationships between people or likes.
 - Making dialogues about sarcastic and ironic elements in oral discourses.
- **Grammar contents:**
 - Some differences between indicative and subjunctive with the relative pronoun ‘que’.
 - Structure ‘¿a que...?/ ¡a que no...!’ to challenge the listener or to express disagreement.
- **Vocabulary:**
 - Spanish colloquialisms to talk about people: ‘friki, raro/a, simple, hiperactivo/a, bobo/a, chungo/a, majete/a, malote/a, tronco/a, macho, chaval’.
 - Expressions to talk about people (in some Latin American regions): ‘pibe, chico, chavo, pelado (pelao), mocoso, topete, botija, *escuincle, *güey’.
 - Romantic relationships vocabulary: ‘hacerse el duro/a, guardar rencor, guardar/ tener secretos’.
 - Evaluative adjectives to talk about people (useful to give opinions on the internet): ‘perplejo, irónico, incrédulo, sarcástico, intransigente, tradicional, prepotente, serio, bromista’.
- **Intonation and pronunciation:**
 - The consonant sound ‘y’ in Argentina and Uruguay.



Session 9 (4 hours)

Specific aim: creating discourses to participate in persuasive interactions.

- **Communicative resources:**
 - Knowing the necessary elements to seduce and persuade.
 - Expressing change during people's lives.
- **Grammar contents:**
 - Strategies to express changes in a person's life: llevar + algo/ alguien a (place or idea); hacer de + algo/ alguien un/a + noun; convertir + algo /alguien en + noun; muerte, ruina, responsabilidad, renovación, encumbramiento, etc.
 - Hypothetical comparisons structures: como si + imperfect subjunctive/ past perfect subjunctive.
- **Vocabulary:**
 - Some professions: 'un/a médico/a, un/a profesor/a, un/a arquitecto/a, un/a abogado/a, un/a fotógrafo/a, un/a periodista/a, un/a investigador/a, un programador/a'.
 - Seduction and persuasion expressions: 'maravillar, fascinar, ilusionar, deslumbrar, sobrecoger, atraer, deslumbrar, conquistar, hipnotizar, seducir con la mirada, su forma de hablar, una sonrisa sugerente, maneras persuasivas, complicidad, empatía'.
 - Life changes vocabulary: 'llevar al éxito/ al fracaso, alcanzar el éxito, hacer (de alguien) un mito'.
- **Intonation and pronunciation:**
 - Hypothetical comparisons intonation.

Session 10 (4 hours)

Specific aim: discussing the scope of persuasion in daily life.

- **Communicative resources:**
 - Talking about the elements which make a person influential.
 - Categorizing different persuasion techniques.
 - Reflecting on intertextuality of advertising to persuade.
- **Grammar contents:**
 - Use of adjectives with suffixes: -ble → viable, confiable, amable, etc.
 - Time sentences which imply simultaneity: 'según, conforme, a medida que, al tiempo que, mientras tanto, mientras que'.



– Vocabulary:

- Vocabulary linked to influencers: ‘marcar tendencia, ser líder de opinión, ser influyente, llegar a decenas/ cientos/ miles de personas, credibilidad, meter ideas en la cabeza de otro/a, tener/ hacerse de buena/ mala reputación, contar con una comunidad de seguidores, movilizar opiniones, tener criterio, modificar la percepción, impactar/ incidir en, proyectar sesgos’.
- Adjectives formed with verbs to describe information: ‘(in)aceptable, (in)mejorable, (in)salvable, (in)audible, (in)contestable, (in)deseable, (in)compatible, (in)viable, (in)asequible, (im)perceptible, (im)ponderable, (im) posible, (i)reproachable, (i)repetible’.
- Quantity expressions: ‘una serie de, un conjunto de, un grupo de, la mar de, un montón de, hartó’.

– Intonation and pronunciation:

- Intonation in **simultaneity linkers**: ‘**conforme** vayamos avanzando, comprenderemos mejor los textos’.

READING AND WRITING EXAM

Bibliography

Puerta Real al Español (accessed November 2024). Online platform. Available at <https://ele.academia-granada.es/>

Corpas, J., García, E., Garmendia, A. (2020). Aula Internacional Plus. A1. España: Difusión.

Corpas, J., Garmendia, A., Soriano, C. (2022). Aula Internacional Plus. A2. España: Difusión.

Centro Virtual Cervantes (accessed November 2024). Enfoque comunicativo. Diccionario de términos clave de ELE. Available at https://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/enfoquecomunicativo.htm

Bueso, I., Gómez, R., Oliva, C., Pardo, I., Ruiz de Gauna, M., & Vázquez, R. Método de español para extranjeros. Prisma latinoamericano. España: Edinumen