



## SPANISH CURRICULUM

### LEVEL 6 ADVANCED

#### 0. PROFILE OF STUDENTS

##### General Description:

The B level student is called "an independent user" of the language, which implies the implementation of the appropriate linguistic competences in daily transactions, social interactions, and the reception and production of certain texts with a sufficient level of autonomy to be able to perform most tasks involving the use of language in a Spanish speaking country.

##### Description from the CEFR:

###### Level B2

- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

##### Description from the Language Curriculum of the Instituto Cervantes:

- As for **social transactions**, the B-level student is able to carry out the tasks involved in satisfying his/her personal needs (beyond the basic ones) when living in a Spanish-speaking country and related to a great variety of situations (public services, work, school, health, etc.) This also means that he or she is able to cope with setbacks he or she may have when fulfilling these tasks.
- As for **social interactions**, the B-level student is able to communicate with native speakers in a wide variety of situations within different social, work and academic domains in Spanish-speaking countries. He or she is able to convey both concrete and abstract information.
- As for **texts**, the B-Level student is able to understand oral/written texts related to topics of his/her interest, likes and dislikes, and to his/her field of specialisation. Furthermore, he or she is able to recognize the conventions of the genre being used, to discern main ideas and other type of less relevant information (establish a hierarchy of information), and to express his/her opinions by reacting to the information conveyed in the texts. The texts (written and oral) that a B-level student is able to understand and produce have a clear structure and are presented in an accessible format, although these texts have a clear layout, due to their medium level of complexity, all the information may not be completely explicit. They may also require quite a degree of familiarity with the target culture

##### CLM specific characteristics:

- Given the nature of immersion teaching at CLM, during classroom instruction the B-level student develops strategies and linguistic and cultural knowledge which enable them to face these transactions outside the classroom, while also reflecting on the individual experience in classroom instruction.
- In language courses at CLM the students perform tasks inside and outside the classroom that allow them to develop strategies and linguistic and cultural knowledge that enable them to face the characteristic social interactions of an independent social agent.

In-class instruction, whenever possible, is connected to students' needs and therefore fosters both the development and expansion of the linguistic functions necessary to face the above mentioned social interactions. For example, for the B-level students who want to get involved in the academic community of Granada in order to pursue a degree or take content-based courses at the university, in-class instruction focuses especially on the linguistic and academic skills necessary to function in the characteristic interactions of this domain.



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### 1. Intercultural Competence (Examples)

- Western fairy tales: Cinderella, Snow White, Red Riding Hood
- Recipes and cooking tips.
- Cultural habits that cause culture shock.
- The symbolic meaning of colours and their association with certain abstract realities, depending on the culture interpreting them.
- Film critiquing.
- Authors, style and period of some representative samples of the Hispanic literary world.
- Authors, style and period of some representative samples of the Hispanic pictorial world.
- Authors, style and period of some representative samples of the Hispanic music world.

### 2. Learning Competences (Examples of strategies) same for levels 4-7

- Conversational strategies to check understanding (Do you understand what I mean?) ask for partial clarification (What do you mean by ...?) etc. required for cooperative work.
- Keeping a learning journal.
- Analyze the progress of learning through self-assessment questionnaires provided by the teacher, created by the group or from published documents (such as the European Language Portfolio).
- Create a personal dictionary of expressions, vocabulary, conversational resources, etc. learned in interactions outside of class.
- Using reference works (dictionaries, glossaries, grammars, etc..) to manage independent learning of needs from previous levels.
- Using internet tools to support independent learning or to practice the language.
- Note taking in class.
- Strategies for lexical enrichment of written texts using thesauri, collocations, etc.
- Self-correction of own production with the teacher's guide and reference works.
- Correction of classmates' production.
- Search for real life situations similar to those in class to put into practice what has been learned

### 3. Communicative Competence

#### 3.1 Language activities

##### **Listening comprehension.**

##### General CEFR descriptor:

- Understand the main ideas of linguistically complex speech that addresses both concrete and abstract topics made in a standard dialect, including technical discussions in his/her speciality.
- Understands extended speech and complex lines of argument provided the topic is reasonably known and the conversation develops with explicit markers.
- Understand any type of speech, both face to face conversations and broadcast, on common or not topics, personal, social, academic or professional lives. Only excessive background noise, inadequate discourse structure and idiomatic use of language affecting their ability to understand.

##### Descriptor developed according to the CEFR and the Instituto Cervantes:

- Understands much of the content of speeches and lectures, and even follows complex lines of argument provided the topic is reasonably familiar, though linguistically complex, the pronunciation should be formal in the standard register, the theme be reasonably well known and development of the speech articulated with explicit markers.
- Understands almost all television news and current affairs programs, as well as most of the films and plays spoken in a standard dialect.
- Deals with news, interviews, documentaries and debates in which postures and specific views are adopted.
- Apart from the content is able to identify points of view and attitudes of the speaker.



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### **Reading comprehension.**

#### General CEFR descriptor:

- Read with a high degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.
- Has a broad active reading vocabulary, but may have some difficulty with some common idioms.

#### Descriptor developed according to the CEFR and the Instituto Cervantes:

- Manages with some ease often used information sources required to perform the majority of transactions, provided that details and clarifications can be obtained by interacting with the people responsible.
- Understands extensive and complex instructions that are within their speciality. Clearly identifies in the texts the clauses that contain the main ideas and distinguishes them from those containing details.
- Handles articles, reports on current topics in which postures and specific views are adopted.
- The texts are targeted at a reader with minimal studies, with clear structure, explicit and implicit information may appear if it is easy to fathom the meaning, but is not yet able to understand difficult texts (scientific texts, critics, with double senses, etc.)

### **Spoken Interaction**

#### General CEFR descriptor:

- Takes part in discussions with a degree of fluency and spontaneity that allows regular interaction with native speakers without causing stress for either party.
- Highlights the personal importance of certain events and experiences, expressing and defending points of view with clarity, providing adequate explanations and arguments.
- Speaks fluently, accurately and effectively on a wide range of general topics, academic, professional or leisure, clearly marking the relationship between ideas.
- Communicates spontaneously and has good grammatical control without much sign of having to restrict what they say and adopting a level of formality appropriate to the circumstances.
- Is capable of reacting with common formal and colloquial expressions, but still not quite able to use vulgar / colloquial or very formal expressions in all contexts.

#### Descriptor developed according to the CEFR and the Instituto Cervantes:

- Can take active part in discussions in familiar contexts, accounting for and sustaining their points of view, and showing sufficient cooperation skills (reacts to what is said, provides a fairly clear relationship between what they say and the interventions of others, using adequate cohesive devices, etc..).
- Is able to consider the effect of their comments and take into account the characteristics of many of the social situations to modify the register and the level of formality to the conventions of the community to which they belong.
- Speaks fluently, accurately and effectively on general topics, and also about academic and professional topics, able to exchange complex information and advice on all matters related to their speciality or profession.
- Makes effective and fluid interviews, even spontaneously moving away from prepared questions, following the thread and giving relevant answers.
- Has enough language ability to pose the details of a problem, make complaints and to resolve conflict situations using their ability to argue and persuasive language.
- Has a level of awareness of the language that allows them to avoid mistakes that lead to misunderstandings and uses sufficient resources to overcome situations of ambiguity and clarify what the speaker has meant to say.



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### Oral Production

#### General CEFR descriptor:

- Gives clear, detailed descriptions and presentations on a wide range of issues related to their speciality, expanding and defending their ideas with complementary aspects and relevant examples.
- Gives clear systematically developed descriptions and presentations, properly highlighting the significant aspects and relevant details that support them.

#### Descriptor developed according to the CEFR and the Instituto Cervantes:

- Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- Presents a level of awareness of the language that allows them to avoid mistakes that lead to misunderstandings and can most of the time avoid ambiguity and is able to express him/her self with arguments and nuances.
- When speaking publicly, can deliver previously prepared presentations, arguing for or against a particular point of view or showing the advantages and disadvantages of various options, emphasizing the significant aspects and providing relevant details that support them.
- Expresses ideas and opinions with precision, presents lines of argument of some complexity and responds to them with conviction.
- Is able to move away spontaneously from a prepared text and follow interesting ideas suggested by members of the public, often showing remarkable fluency and a certain ease of expression.

### Written production

#### General CEFR descriptor:

- Writes clear, detailed text on a variety of topics related to their speciality, synthesizing and evaluating information and arguments from various sources.

#### Descriptor developed according to the CEFR and the Instituto Cervantes:

- Can write essays and reports passing on information or giving reasons in support of or against a particular point of view.
- Can write letters highlighting the importance given to certain events and experiences.
- Can take notes in lectures on specialized topics, although tends to hesitate at the words and lose part of the information.
- Can write a review of a movie, a book or a play.
- Writes clear, detailed descriptions of real or imaginary events and experiences in clear and structured text, marking the relationship between ideas and following established norms of the chosen literary genre.

## 3.2. TEXTUAL PRODUCTION

### **Text production: (C = Comprehension, E = Expression)**

- Informal Letters. (C / E)
- Informative texts. (C)
- Folk Tales. (C / E)
- Recipes. (C / E)
- Excerpts from works of literature in Spanish. (C)
- Advice columns. (C / E)
- Movie reviews. (C / E)
- Novels. (C)
- Complex biographies. (C / E)
- Opinion. (C)
- Informative magazines. (C)



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### Oral production: (C = Comprehension, E = Expression)

- Descriptions of the physical appearance and the character of people. (C / E)
- Radio surveys. (C / E)
- Descriptions of artworks. (C / E)
- Movie soundtracks. (C)
- Account of past experiences (anecdotes). (C / E)
- Movie scenes or sequences. (C)
- Recounting fictional works. (C / E)

### 3.3. ADDITIONAL IMMERSION TASKS (same examples as for level 6)

- Preparation and delivery of surveys to people of different ages and gender to obtain data about a particular issue related to the city (traffic, buses, street cleaning, number of bars in the neighbourhood, street drinking, local holiday celebrations, etc.).
- Interview native speakers to find home remedies for health problems, everyday problems, etc.
- Gather information from native speakers on typical local recipes to check similarities or differences in their preparation (paella, gazpacho, etc.).
- Activities of linguistic mediation between speakers of Spanish and speakers of another language.
- Gather information from native speakers and catering establishments on recipes.
- Visit nearby cultural centres and exhibitions (*Museo de la Casa de los Tiros, José Guerrero Cultural Centre, Centro de los Condes de Gabia, Caja Granada Exhibition Centre*) to perform a given task, with prior preparation and subsequent reflection in class.
- Fill in reclamation forms and complaints to the school or other public institutions.

## 4. PRAGMATIC COMPETENCE. NOTIONS AND FUNCTIONS

### Asking and giving information

- Identify objects or people (*lo de, el de, el + adjetivo., el que.*)
- Request information.
- Give information adverbs of place, time, manner, purpose (*para que + subjuntivo*)
- Ask for confirmation.
- Talking about actions in the past, telling stories of the past and express past circumstances.
- Develop actions and propose states in the present and in the past.
- Describing people: expressing similarities, differences and affinities between individuals and character.
- Describe changes in someone's life or personality.
- Define real and known and unknown objects: *Una cosa que es... / Algo que sea...*
- Describe a scenario: time, place, people and objects in it are.
- Locate people and describe their position in detail.
- Describe the appearance of people detail: physical and clothing.
- Describe changes in attitude and behaviour; position and location.
- Ways of doing things.

### Expressing opinion, attitudes and stating knowledge

- Expressing attitudes and knowledge of facts of the present, past and future.
- Expressing preferences: *preferiría que + subjuntivo.*
- Show agreement or disagreement and argumentation.
- Discuss data.
- Debate and negotiate.
- Organize information, elements of a list and reasoning.
- Express surprise.
- Ask for confirmation and discover errors.
- To express different degrees of probability about events of the present, past and future.



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### Expressing likes, dislikes and feelings

- Expressing feelings: *me molestaría que + subjuntivo; me encantó que + subjuntivo.*
- Expressing wants and possible or remote needs: *quiero alguien que sea/querría alguien que fuera.*
- Expressing likes and interests: *lo que más me gusta, me interesa que + subjuntivo, tengo interés en + infinitivo/que + subjuntivo.*
- Valuing people, objects and situations of the present, past and future.
- Downplay an evaluation.
- Enquire about desires: *¿querrías/ te gustaría/ desearías que...?*

### Asking the interlocutor to do something

- Propose, reject and accept invitations.
- Provide advice on approaches and situations given: *lo mejor sería que+subjuntivo, te aconsejaría + subjuntivo, ¿y si...?*
- Make proposals and suggestions, and accept them with conditions.
- Expressing rights, obligations and prohibitions.

### Interacting with others

- Show varying degrees of acceptance or rejection of opinions and requests of others.

## 5. GRAMMATICAL COMPETENCE

### Nouns

- Lexicon of body parts. Related colloquialisms.
- Glossary of abstract terms: *sinceridad, belleza...*
- Word formation: Noun-forming suffixes (*-eza, -ez, -ura, -ción, etc.*)

### Adjectives

- Adjectives for physical descriptions of people and nature
- Predicative complement function: *Ana llegó sudorosa.*
- Adverbialisation: *Se hace fácil, Ve rápido*

### Articles

- Postnominal demonstrative: *las cosas esas*

### Demonstratives

- Postnominal position: *La chica esta de Málaga que dio la conferencia..., ¡Qué tiempos aquellos!*

### Possessives

- Exclamations: *Madre mía!, ¡Hijos míos!, ¡Amigo mío!*

### Quantifiers

- Decreasing or reducing proportions: *algo minimizer (Es algo testarudo).*
- Contrast *un/algún*

### Pronouns

- DO / IO: recapitulation and reinforcement of content in the B1 level; *léismo.*
- Proclisis and enclisis with periphrasis accompanied by, *me, te, se...: ponerse a leerlo.*

### Adverbs

- Restrictions of adjectives that can not form adverbs with *-mente.*
- Spatial markers of location and direction: *enfrente de, frente a, cerca de, etc.*
- Intensifiers: *totalmente, realmente, ligeramente, absolutamente + adjectives.*





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### Personal forms of verbs

- Normative present or imperative: *Miras por aquí.*
- Simple and mixed conditional with probability value in the past. Contrast with future tenses.
- Conditional of modesty and value of suggestion.
- Lexicalized imperatives: *¡vaya!, ¡anda!, ¡venga!...*

### Impersonal forms of the verb

- Infinitive with verbs like *parecer*

### Subordinate sentences

- Substantive: contrast between indicative and subjunctive in sentences that declare, question or reject the information; sentences to advise (*te aconsejaría que...*); sentences to show reproaches, opinions and feelings towards something in the present, past or future (*me da pena que..., me parecería horrible que..., fue una pena que...*)
- Adjectives: with explicit antecedent: *preposición + artículo + que* uses *quien* in these sentences.
- Substantive: *proponer, ser conveniente + infinitivo /que...*

### Other topics

- Formal and colloquial expressions to express agreement or disagreement: *no qué va, ni hablar, por supuesto ...* Correlation with complete sentences and indicative opposition and subjunctive (*por supuesto que + IND*).
- Contrast between *ser / estar*.
- Recapitulation and reinforcement of the use of the values of perfect / past simple / imperfect / pluperfect indicative tense in the narrative.
- Connectors of cause, opposition and order of discourse.
- Expansion of verbs to express personal changes and periphrasis with different aspectual values: *ponerse/ponerse a, quedarse, volverse, convertirse en, hacerse, empezar a, seguir/continuar, dejar de.*

## 6. PHONOLOGICAL AND ORTOGRAPHIC COMPETENCES (same for 4 – 7)

### Intonation

Segmentation of speech: melodic patterns corresponding to subordinate clauses as well as clauses and constructions in parenthetical positions.

Identification and production of melodic patterns corresponding to different types of assertion (categorical insinuation, uncertainty, enumerations).

Identification and production of melodic patterns corresponding to the declarative interrogative intonation, with disjunctive traits and courtesy.

Identification and production of characteristic melodic patterns of different speech acts covered in the curriculum level.

### Syllable and accent

Syllabification of vowels sequential: no diphthong between two vowels, diphthongs presence between open and closed vowels, presence of hiatus with tonic closed vowels, triphthongs.

Relationship between the prosodic accent and the diacritic accent on acute, plain, and ‘pre-antepenultimate’ antepenultimate words and in diphthongs, hiatuses and triphthongs.

Tonic grammatical categories (verbs, nouns, prepositions, tonic pronouns) and unstressed (articles, prepositions, conjunctions ...)

### Rhythm, pauses and time

Perception and production of pauses in phonic units: communicative possibilities and implications (*el niño* vs. *el/niño*).

Distinction between defining relatives and explanatory relatives.



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### **Phonemes**

Cases of relaxation of unstressed vowels in fast and familiar pronunciation.

Castilian lisp.

### **Orthographic competence**

Spelling of foreign words and Latinisms.

Italics in titles, names of periodicals and un-adapted foreign words. Hyphenation at the end of line.

Date expression, numerals, signs and numbers. General rules of written accent.

Knowledge of common abbreviations in letters: PD / PS, Rte / etc.