



SPANISH CURRICULUM

LEVEL 5 – UPPER INTERMEDIATE

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 able to perform most tasks involving the use of language in a Spanish speaking country.

According to the CEFR: (Same as for level 4)

Level B1:

- Can understand the main points of clear texts in standard language addressing issues regularly encountered, either in work, study or leisure.
- Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- Can produce simple coherent texts about topics which are familiar or of personal interest.
- Can describe experiences and events, wishes, ambitions and briefly give reasons and explanations for opinions and plans.

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)

- Great works of literature in Spanish.
- Social problems in Spain. Recent history of Spain.
- Music: boleros.
- Fashion design in Spain.
- Religious Festivals in Spanish-speaking countries (eg. la santería).
- Current issues in Spanish-speaking countries.
- Media in Spain: the case of the radio.
- Popular Traditions.
- Geographical, political, social, cultural, information etc. about Latin American countries.
- Spanish linguistic phenomena: the case of *Spanglish*

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:

- Can understand the main ideas, the overall message and specifics of clear speech in standard dialect and a normal accent dealing with everyday issues related to work, school, leisure time, including short stories.

Descriptor developed according to the CEFR and the Instituto Cervantes:

- Understands the main point of many radio or TV programs about current affairs or topics of personal or professional interest when the delivery is relatively slow and clear, and the visuals and action make it possible to follow the plot in the case of films

Reading Comprehension

General CEFR descriptor:

- Can read simple texts about specific events about topics related to the speciality with a satisfactory level of understanding.

Descriptor developed according to the CEFR and the Instituto Cervantes:

- Understands texts of some length and complexity in a language of habitual or everyday or work related use.
- Understands the description of events, feelings and wishes in personal letters.



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- When faced with discursive texts, for example, newspaper articles about everyday topics, can extract the line of argument and the main explicit conclusions, though not necessarily in full detail or with the implicit information.
- Can use the information from different parts of the text to perform a particular task and make simple summaries, even handling diverse sources, to convey the overall content to another person.

Spoken Interaction

General CEFR descriptor:

- Can make the most of a simple linguistic repertoire to deal with most situations likely to arise when travelling.
- Participates without preparation in conversations that address everyday issues, expressing personal opinions and exchanging information on familiar topics of personal interest or relevant in everyday life (eg family, hobbies, work, travel and current events).
- Communicates with some confidence on matters that are both common and uncommon, related to their personal interests and expertise.
- Exchanges, checks and confirms information, faces less common situations and explains the reason for a problem.
- Can speak on more abstract and cultural issues, such as movies, books, music and more.

Descriptor developed according to the CEFR and the Instituto Cervantes:

- Adequately communicates in a neutral register but with enough flexibility to adapt to different situations, also showing reasonable correction, but hesitates or pauses to think about what to say, makes mistakes (especially pronunciation) particularly in unexpected and somewhat tense situations, has doubts, makes circumlocutions and lexical limitations cause repetition and even, sometimes, difficulties in the formulation.
- Can take advantage of a comprehensive repertoire but simple vocabulary, structures and learned formulas. Knows how to ask someone to clarify or develop what they just said and is able to voice complaints and to recount details of unforeseen situations (theft, accident, etc..).
- Recognizes the most important rules of courtesy, ability to identify the most significant differences between the customs, habits, attitudes, values and beliefs that prevail in the new community and their own.
- Clearly expresses their satisfaction or dissatisfaction and makes valuations.

Oral Production

General CEFR descriptor:

- Can carry out with reasonable fluency, a simple description of a variety of topics of interest, presenting them as a linear sequence of elements.

Descriptor developed according to the CEFR and the Instituto Cervantes:

- Can connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions.
- Can briefly explain and justify their opinions and plans.
- Can narrate a story or relate the plot of a book or film, and can describe their reactions.
- Can express him/herself reasonably accurately, although hesitates or pauses to think what they will say, catches errors and makes circumlocutions, having enough vocabulary, structures, learned formulas, as well as a variety of linguistic features that allow them to address the issues described above, although the lexical limitations cause repetition and even, sometimes, difficulties in the formulation.
- Can make a short prepared presentation on a topic within their speciality so that it can be followed without difficulty.

Written production

General CEFR descriptor:

- Writes simple and cohesive texts on a range of everyday topics within their field of interest by linking a series of shorter discrete elements into a linear sequence.



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Descriptor developed according to the CEFR and the Instituto Cervantes:

- Can write personal letters describing experiences, impressions, plans or desires.
- Can tell a story and write short reports in a standard format.
- Takes notes, making a list of the important aspects for a simple conference, provided the topic is known, and the speech is formulated in a simple manner and articulated clearly.

3.2 TEXTUAL PRODUCTION

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

- Texts and lists related to learning strategies. (C / E)
- Informative texts about general social problems. (C)
- Latest News. (C)
- Newspapers. (E)
- Declarations of rights. (C)
- Letters to the Editor. (C)
- Diaries. (C / E)
- Descriptive Texts about objects (design, functionality, etc..). (C / E)
- Encyclopaedic Texts. (C)

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

- Stories of experiences as a student of languages. (C / E)
- Conversations in social interactions on domestic problems or personal conflicts. (C / E)
- Group discussions to achieve a common goal (e.g., production of a product).(C / E)
- TV News. (C)
- Newscasts in class. (E)
- Television Shows. (C / E)
- Small class presentations of topics of interest. (C / E)

3.3. ADDITIONAL IMMERSION TASKS

- Add subtitles to short scenes from a movie or prepare small comics.
- Conduct simulated activities and scenarios that develop in students the strategies needed to function in real situations outside the classroom.
- Perform web-quests.
- Write emails to classmates or the teacher.
- Subtitling movie scenes.
- Media: make a television or radio programme, prepare the class newspaper.

4. PRAGMATIC COMPETENCE. NOTIONS AND FUNCTIONS

Asking and giving information

- Describe the characteristics (functionality, design, material, etc.) of an object.
- Express the existence or not of objects, people and places.
- Refer to the news: *lo de (que)*...
- Describe hypothetical and imaginary situations: *yo jamás haría eso, ¿qué harías tú en mi lugar?*

Expressing opinion, attitudes and stating knowledge

- Express ability to do something: *se me da bien/mal, me resulta + adjetivo, me da vergüenza/corte,* etc.
- Express lack of certainty and evidence: *No creo que..., Quizá..., Es bastante improbable que...*
- Express possibility: *Puede ser que..., Tal vez..., Es posible que..., Seguramente...*
- Express lack of knowledge.



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- Make conjectures about possible causes of a situation: *¿Y Juan, estará estudiando? ¿Habrá salido?*
- Show agreement and disagreement.
- Soften an expression of disagreement
- Present a counter-argument.

Expressing likes, dislikes and feelings

- Express basic emotions regarding activities related to language learning and social interaction.
- Express interest and feelings about events, own actions and actions of others.
- Voice grievances.
- Assess objects.

Asking the interlocutor to do something

- Give advice: *es conveniente que+* subjunctive, *yo que tú, lo mejor es (que)*.
- Warn and threaten: *ten cuidado*, imperative.
- Reassure and promise.

Interacting with others

- Basic conversational strategies (extension of previous level) to show that you are paying attention, to take a turn to speak, inviting the listener to join in the conversation, to seek the interlocutor's complicity.

5. GRAMMATICAL COMPETENCE

Nouns

- Nominalisation: the case of journalistic language.
- Invariable nouns: *el guía, la guía*.

Adjectives

- Prefixes in evaluative or qualitative adjectives: *agradable/desagradable*
- Nominalisation via the neutral *lo*: *.lo bueno, lo malo*.

Articles

- Generic value: *la tele/una tele es un electrodomestico*.

Demonstratives

- Discursive anaphoric: *Llegó una chica. Esta chica...*

Possessives

- Substitution of possessive with a pronoun: *¿Te hago la cama?*
- Combination with adjectives: *Un amigo suyo muy simpático/ * Un amigo simpático suyo*.
- With determinants before the noun: *Esos discos míos*.
- With the verb *haber*: *hay una carta tuya*.

Quantifiers

- Semantic differences *algo/alguien, alguien/alguno*
- Comparatives of amount with terms introduced by *de* (*cuanta más/menos de...*)
- *Algo de + sustantivo*.

Pronouns

- Personal DO/IO: as infinitive complement (*Conviene aprenderlo/*Lo conviene aprender*).
- Alternation with the majority of infinitive and gerund periphrasis: *Empiezo a entenderlo/Lo empiezo a entender*.



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Adverbs

- Intensifiers: *verdaderamente...*
- Selective: *sólo, solamente*
- Of probability: *seguramente, posiblemente, a lo mejor, tal vez, quizá(s)* + indicative/subjunctive

Personal forms of verbs

- Present subjunctive: Formal paradigm and basic uses (wishful expressions, subordinate substantive clauses, temporal and final adverbial subordinate clauses, adjective subordinate clauses).
- Simple conditional: Formal paradigm and uses to describe basic hypothetical situations.
- Future perfect indicative: Formal paradigm used to express hypotheses and contrast the imperfect future with the same value.

Impersonal forms of the verb

- Infinitive: in subordinate interrogatives (*No sé si ir*).
- Participle: use periphrastic passive constructions. (*Fue construido*)

Subordinate clauses

- Substantives: *querer*+ infinitive / *que* + subordinate clause in present subjunctive, *recomendar...* + infinitive / *que* + subordinate clause in present subjunctive, *es/está* + adjective/noun/adverb + subordinate clause in present subjunctive
- Adverbials: concessions (*aunque + presente de indicativo*); temporal clauses (*cuando* + indicative/subjunctive to talk about habits and general situations in the present/future).
- Adjectives to express antecedent: indicative / subjunctive modal opposition, preceded by preposition

Other topics

- Pronominal verbs *me da/n* + *sentimiento* + noun/infinitive, *me cuesta/n* + noun/infinitive, verbs similar to *gustar*.
- Verbs to express involuntariness: *se me* + *perder/romper/caer/dar bien o mal*
- Periphrasis of obligation: *deber/habría que* + infinitive
- Reporting verbs for transmitting information: *confesar, comentar, recordar, admitir, etc*
- Contrast between different types of passive sentences: impersonal passive and periphrastic passive.
- Exclamations *¡Qué + noun..!*, *¡Qué + noun + tan/más + adjective + ..!*
- *Lo de* + noun, *lo de que* + clause.

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.



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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.

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.