School of Humanities and Languages

ARTS3570, Advanced Spanish A
Semester 1, 2015

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### 1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Henar Vicente Cristobal</td>
</tr>
<tr>
<td>Room</td>
<td>228</td>
</tr>
<tr>
<td>Phone</td>
<td>5385 1857</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:h.vicentecristobal@unsw.edu.au">h.vicentecristobal@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>12 -2pm Monday</td>
</tr>
</tbody>
</table>

### 2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6 Credit points. 2 hours lecture. 2 hours tutorial. 2 hours self-access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>This course intent to review, develop and extend the language skills acquired by students in the previous course. Throughout the subject students will be presented with increasingly complex language situations requiring a greater proficiency in language skills with the aim of increasing fluency and accuracy in listening, speaking, reading and writing. Films are used as an introduction to vocabulary, grammar structures and culturally relevant topics. Main films are: “Como agua para chocolate” and “Mujeres al borde de un ataque de nervios”. The medium of instruction is Spanish.</td>
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<tr>
<td>Course Aims</td>
<td>This course will encourage students to develop the following generic attributes:</td>
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<tr>
<td></td>
<td>1. To consolidate the morphological, syntactical and grammatical aspects of the Spanish language</td>
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<td>2. to improve the quality of the students' language production</td>
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<td>3. to improve their reading and aural comprehension skills by exposing them to a wide variety of written and aural materials, from different sources and with different local varieties</td>
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<td>4. to improve their ability to speak and write in Spanish by discussing and writing about Spanish issues in different registers</td>
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<td>5. to become engaged with topics related to the Hispanic world</td>
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<td></td>
<td>6. to think critically about the role of the Hispanic world in cultural issues</td>
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<tr>
<td></td>
<td>7. to gain a better understanding of themselves and their environment by examining the Hispanic world.</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>By the end of this course students must be able to:</td>
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<tr>
<td></td>
<td>1. Write formal complex letters using conventionalisms, punctuation, accents and relevant vocabulary and variety of synonyms</td>
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<td></td>
<td>2. Identify and use descriptive and narrative discourse</td>
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<td></td>
<td>3. Understand and use vocabulary related to the themes studied</td>
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<td></td>
<td>4. Be able to understand and to describe past events using connectors and complex sentences</td>
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</tbody>
</table>
5. Be able to understand and use pronouns, prepositions, past tenses, imperatives, indicative and subjunctive mode, adverbs & articles in oral and written registers
6. Understand dialogues where strategic listening is required
7. Speak Spanish using complex sentences, a variety of synonyms and appropriate vocabulary
8. Reflect upon their experiences in Spanish speaking countries using the appropriate register, vocabulary and grammar
9. Examine the life and work of a Spanish speaking personality using the appropriate register, vocabulary and grammar

Graduate Attributes

This course contributes towards the development of the University’s Graduate Attributes through:

1. Involving students in activities they are likely to be undertaking in a Spanish-speaking country
2. Involving students in the assessment process by using assessment practice designed to support achievement
3. Engaging students in critical thinking to complete activities where English and Spanish language are compared and discussed
4. Recognising and using student’s prior experiences by using the Internet as a research tool to complete tasks.
5. Engaging students in multiple modes of instruction to support different approaches to learning. Auditory and visual modes of instruction are used extensively in the course
6. Encouraging students to take responsibility for their own learning by providing a wide selection of Internet activities and resources for students to explore outside the classroom. Independent learning activities are embedded in the syllabus
7. Engaging students in expressing opinions related to a theme chosen by them
8. Engaging students in contextualised and inclusive activities to improve students’ learning outcomes through the use of information technology
9. Encourage self-directed learning by engaging students in the use of the University teaching tool (Moodle learning Platform)

3. Learning and Teaching Rationale

This subject is designed for students who have finished Intermediate Spanish B. The course seeks to create an inclusive environment where students have opportunities to explore the target language at their own pace, following their own interests. It includes interesting, inter-cultural real-life learning experiences, which are a key for life-long learning. Experiences of active and dialectic learning to develop critical thinking are also included in the curriculum. This course introduces students to technology resources from which they must research and discover, and technology tools from which they receive constructive and continuous feedback. The language materials used for this course are based upon the belief that foreign language learning materials are the road to practice
the language and the trip along this road will be enhanced if the materials are engaging, contextualised and relevant to the students' interests whether personal or professional. The materials selected for this course provides a diversity of activities to assist students with different learning needs.

4. Teaching Strategies

Students will be assigned complex tasks in the four language skill areas. These tasks will include reading from a variety of texts, delivering oral presentations about Hispanic topics, interpreting situations, viewing and discussing films and writing assignments using narrative, expository and argumentative discourse.

- A range of teaching presentation styles will be used, including class and small group discussions, and task-oriented activities in pairs and in groups. Resources will include extensive use of Moodle and the Internet, a wide range of written material as well as songs, poems, paragraphs or short texts from different authors, audio and video resources.
- Grammar and writing activities (different type of letters (formal and informal), recipes and descriptive and narrative texts.
- Reading comprehension activities of increasing difficulty in the discourse selected for the semester.
- The audio visual materials include the movie: “Como agua para chocolate” from the Mexican director F Arau and “Mujeres al borde de un ataque de nervios” from the Spanish director P. Almodóvar.
- Speaking activities (class discussions and oral presentations).
- These tasks will be completed partly through Moodle, partly through the face-to-face mode.
- Moodle plays an important part in this course, the learning platform is used as a textbook, students are encouraged to explore the course, and use the different resources.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral/Cultural</td>
<td>10-15 minutes</td>
<td>15%</td>
<td>2,3,4,5,7,8,9</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>Weeks 5 to 13</td>
</tr>
<tr>
<td>On-line Audiovisual</td>
<td>6 Quizzes and tutorial tasks</td>
<td>20%</td>
<td>2,3,4,5,6,7,8</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>Weeks: 2, 3, 5, 7, 8, 11</td>
</tr>
<tr>
<td>On-line Grammar</td>
<td>3 Quizzes</td>
<td>30%</td>
<td>1,2,3,4,5,6,7</td>
<td>1,2,3,4,5,6,8,9</td>
<td>Weeks: 4, 8, 12</td>
</tr>
<tr>
<td>Reading-Writing</td>
<td>300-400 words</td>
<td>15%</td>
<td>1,2,3,4,5,8</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>Week 6</td>
</tr>
<tr>
<td>Reading/writing</td>
<td>varies</td>
<td>20%</td>
<td>1,2,3,4,5,8</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>Week 13</td>
</tr>
</tbody>
</table>
**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

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**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://student.unsw.edu.au/grades

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**Submission of Assessment Tasks**

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

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**Late Submission of Assignments**

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/
The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.
- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
• A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

• If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

• Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

• If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Policy.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.
9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

10. Course Schedule

To view course timetable, please visit: http://www.timetable.unsw.edu.au/

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Weekly Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Starting 2nd March</td>
<td>Forms and Accents.</td>
<td>Lecture, no tutorials</td>
</tr>
<tr>
<td>Week 2 9th March</td>
<td>Presentation letters</td>
<td>Audio-quiz 1 Como agua para chocolate español (Self-access)</td>
</tr>
<tr>
<td>Week 3 16th March</td>
<td>Descriptions and preferences</td>
<td>Audio-Quiz 2 Like water for chocolate (Self-access)</td>
</tr>
<tr>
<td>Week 4 23rd March</td>
<td>Apologies and congratulating letters</td>
<td>Quiz 1 Grammar (Place: Computer lab MB 103 and 106 at Tutorial time)</td>
</tr>
<tr>
<td>Week 5 30 March</td>
<td>Invitations letters and Instructions</td>
<td>Audio-Quiz 3 Like water for chocolate (Self-access) Start of oral presentations</td>
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<tr>
<td>Mid Term Break</td>
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<tr>
<td>Week 6 13th April</td>
<td>Instructions II</td>
<td>Hand in Reading-writing assessment (see Moodle)</td>
</tr>
<tr>
<td>Week 7 20th April</td>
<td>Writing CV</td>
<td>Audio-Quiz 4 Women on the verge of a nervous breakdown (Self-access) Essay/Assignment to be submitted on line.</td>
</tr>
<tr>
<td>Week 8 27th April</td>
<td>Entrevista de trabajo</td>
<td>Quiz 2 Grammar (Place: Computer lab at Tutorial time) Quiz 5 Women on the verge of a nervous breakdown (Self-access)</td>
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</table>

CRICOS Provider Code 00098G
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th May</td>
<td>Introduction to writing discourses: Descriptive and Narrative</td>
<td>Tutorial activities</td>
</tr>
<tr>
<td>11th May</td>
<td>Description of the past</td>
<td>Tutorial activities</td>
</tr>
<tr>
<td>18th May</td>
<td>Description of characters</td>
<td>Quiz 6 Women on the verge of a nervous breakdown (self-access)</td>
</tr>
<tr>
<td>25th May</td>
<td>Narrative writing</td>
<td>Quiz 3 Grammar (Place: Computer lab at Tutorial time)</td>
</tr>
<tr>
<td>1st June</td>
<td>No lecture . final exam lecture room</td>
<td>Hand in journals of orals presentations</td>
</tr>
</tbody>
</table>

Please refer to the Weekly Program “Programa por semanas” at the end of this document and Moodle for further details for the grammar, listening and reading content for Lectures and Tutorials.

11. Course Resources

Textbook Details

No text book is necessary.

Readings (some readings will be available in Moodle)

Recommended Readings Resources are available from UNSW bookshop and UNSW library

- Como agua para chocolate (versión en español) Laura Esquivel

Grammar

- Castro, F. Uso de la gramática Española Nivel avanzado. Edelsa, Madrid 2002
- Pountain, C. Practising Spanish grammar. Arnold, London 2000 (S 468.2421/26)

Online materials, Websites, grammar explanation, readings and resources in MOODLE

This course uses Moodle as a resource centre where students can access a wide selection of materials specially designed to develop language skills and culture.

Moodle provides a comprehensive environment to explore language and culture using a
database of language information containing reading texts, videos, songs and grammar practice and a library of internet resources.

In this course Moodle can be seen as a mini-encyclopaedia of cultural information and an informant on the target language. Students are encouraged to explore different resources.

12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:
http://www.lc.unsw.edu.au

14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at:
https://student.unsw.edu.au/complaints

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS

UNSW’s Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see
https://www.ohs.unsw.edu.au/
Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: [https://student.unsw.edu.au/special-consideration](https://student.unsw.edu.au/special-consideration)

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: [http://www.studentequity.unsw.edu.au/](http://www.studentequity.unsw.edu.au/)

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

16. Programa por semanas (Only as guidance, full programme and activities in our Moodle Course)

<table>
<thead>
<tr>
<th>Semana 1</th>
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<tr>
<td><strong>Tema:</strong></td>
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<td>• Impresos formales</td>
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<td>• Uso de acentos</td>
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<tr>
<td><strong>Exponentes gramaticales:</strong></td>
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<tr>
<td>• Acentuación y tildes.</td>
<td></td>
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<td>• Abreviaturas y términos administrativos</td>
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<tr>
<td>• Interrogativas</td>
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<tr>
<td><strong>Exponentes culturales:</strong></td>
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<tr>
<td>• Documentos cotidianos</td>
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<tr>
<td>• Expresiones y abreviaturas</td>
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<tr>
<td>• Preguntas</td>
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<tr>
<td>• Maria Elena walsh: Agudas</td>
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<td>• Ramón Gómez de la Serna:Greguerías</td>
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<td>• Joan Manuel Serrat: La instancia</td>
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<tr>
<th>Semana 2</th>
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<tbody>
<tr>
<td><strong>Tema:</strong></td>
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<tr>
<td>• Cartas de presentación</td>
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<tr>
<td>• Cartas formales vs.informales</td>
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<tr>
<td><strong>Exponentes gramaticales:</strong></td>
<td></td>
</tr>
<tr>
<td>• Convencionalismos en cartas de presentación</td>
<td></td>
</tr>
<tr>
<td>• Ser, estar, haber</td>
<td></td>
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<tr>
<td><strong>Exponentes culturales:</strong></td>
<td></td>
</tr>
<tr>
<td>• Introducción &quot;Como agua para chocolate&quot; cine mexicano</td>
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<tr>
<td>• Introducción al director Alfonso Arau</td>
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</tbody>
</table>
- Introducción escritora *[Laura Esquivel]*
- Realismo mágico
- Ser y Estar: *[Mario Benedetti]*

**Semana 3**

**Tema:**
- Cartas presentación: Descripción y preferencias
- Cartas formales
- Descripciones
- Gustos, preferencias, aficiones
- Ortografía, uso mayúsculas y minúsculas
- Ser y estar
- Celebraciones
- Comidas: La cocina Mexica Patrimonio inmaterial de la humanidad.
- Película *“Canela”*

**Exponentes gramaticales:**
- Cartas formales
- Descripciones
- Gustos, preferencias, aficiones
- Ortografía, uso mayúsculas y minúsculas
- Ser y estar

**Exponentes culturales:**
- Celebraciones
- Comidas: La cocina Mexica Patrimonio inmaterial de la humanidad.
- Película *“Canela”*

**Semana 4**

**Tema:**
- Las cartas para felicitar, agradecer, disculparse
- Expresiones de agradecimiento, disculpas y felicitación
- Usos del futuro, Futuro perfecto
- Preposiciones

**Exponentes gramaticales:**
- Expresiones de agradecimiento, disculpas y felicitación
- Usos del futuro, Futuro perfecto
- Preposiciones

**Exponentes culturales:**
- *Sociedad mexicana durante la revolución*
- Podast de Diana Uribe sobre la revolución mexicana
- Juan Luis Guerra: Carta de Amor
- Violeta Parra: La carta

**Semana 5**

**Tema:**
- Cartas de invitación e instrucción
- Recursos para uso subjuntivo e indicativo
- Verbos problemáticos: conocer-saber,
- pedir-preguntar, quedar-quedarse
- Repaso: pasados y pronombres indefinidos
- Leyenda de Sa-Nicté (mitología amerindia)
- Conclusión: Como agua para chocolate
- Gabriel Celaya: Biografía
- Literatura del NO

**Exponentes gramaticales:**
- Recursos para uso subjuntivo e indicativo
- Verbos problemáticos: conocer-saber,
- pedir-preguntar, quedar-quedarse
- Repaso: pasados y pronombres indefinidos
- Leyenda de Sa-Nicté (mitología amerindia)

**Exponentes culturales:**
- Conclusión: Como agua para chocolate
- Gabriel Celaya: Biografía
- Literatura del NO

**Semana 6**

**Tema:**
- Instrucciones, órdenes, mandatos
- Imperativos con pronombres
- Orden temporal en escritos
- pasiva refleja y pronombres (repaso, practica
<table>
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<tr>
<th>Semana 7</th>
<th>Tema:</th>
<th>Exponentes culturales:</th>
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|          | • Biografías y autobiografías  
|          | • Contraste de pasados  
|          | • Oraciones de relativo  |  
|          | Exponentes gramaticales: | • Revisión usos de los pasados  
|          |                      | • Oraciones de relativo  |
|          | Exponentes culturales:  | • Enrique Tierno Galván  
|          |                      | • La transición  
|          |                      | • Objetos imposibles  |

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<th>Semana 8</th>
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|          | • La entrevista de trabajo  
|          | • [CV Template European Union](#)  
|          | • [El Curriculum Vitae](#): Cómo redactar un Curriculum Vitae  
|          | • [La entrevista de trabajo](#): Cómo superar la entrevista laboral  |  
|          | Exponentes gramaticales: | • Repaso pronombres de OD y de O.I  
|          |                      | • Pronombres con imperativos  
|          |                      | • Vocabulario temático  |
|          | Exponentes culturales: | • [La sociedad española en la década de los 80](#)  
|          |                      | • [Biografía Pedro Almodóvar](#)  |

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<th>Semana 9</th>
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<th>Exponentes culturales:</th>
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|          | • La entrevista laboral  
|          | • Niveles del lenguaje  
|          | • Los discursos: Narración  |  
|          | Exponentes gramaticales: | • Diferencias en discursos  |
|          | Exponentes culturales:  | • [La movida madrileña II](#)  
<p>|          |                      | • Joaquín Sabina  |</p>
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<th>Semana 10</th>
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| **Tema:** | • La descripción  
   • Autorrretratos literarios |
| **Exponentes gramaticales:** | • Características de los textos descriptivos  
   • Perifrasis verbales y adverbios  
   • Contraste indicativo-subjuntivo (recurso) |
| **Exponentes culturales:** | • El cine de Almodóvar, libro en la red  
   • Las mejores canciones de la movida  
   • Ejemplos descripciones diferentes autores |

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| **Tema:** | • Descripción/Narración  
   • Características y diferencias entre ambos discursos  
   • Contraste Indicativo y subjuntivo  
   • Ejemplos literarios |
| **Revisión subjuntivo** |   |
| **Exponentes gramaticales:** | • Verbos de duda e incertidumbre  
   • Verbos de influencia  
   • El presente de subjuntivo con verbos de Duda, Influencia, emoción  
   • El presente de subjuntivo con clausulas nominales  
   • Indicativo-subjuntivo (clausulas adjetivales) |
| **Exponentes culturales:** | • La cultura Rock española en los 80  
   • Ojalá  
   Letra, música y canta: Silvio Rodríguez  
   Chavela Vargas, Noches de Bodas |

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<td><strong>Tema:</strong></td>
<td>• La narración II</td>
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| **Exponentes gramaticales:** | • Elementos del relato: narrador, acontecimientos y personajes  
   • Subjuntivo con verbos de emoción, influencia, etc  
   • Contraste subjuntivo indicativo |
| **Exponentes culturales:** | • La España democrática (1975-2000)  
   • Conclusión |