

LANGUAGE AND LITERATURE COURSE IN PREPARATION FOR UNIVERSITY ENTRANCE (PCE)

ACARFAX

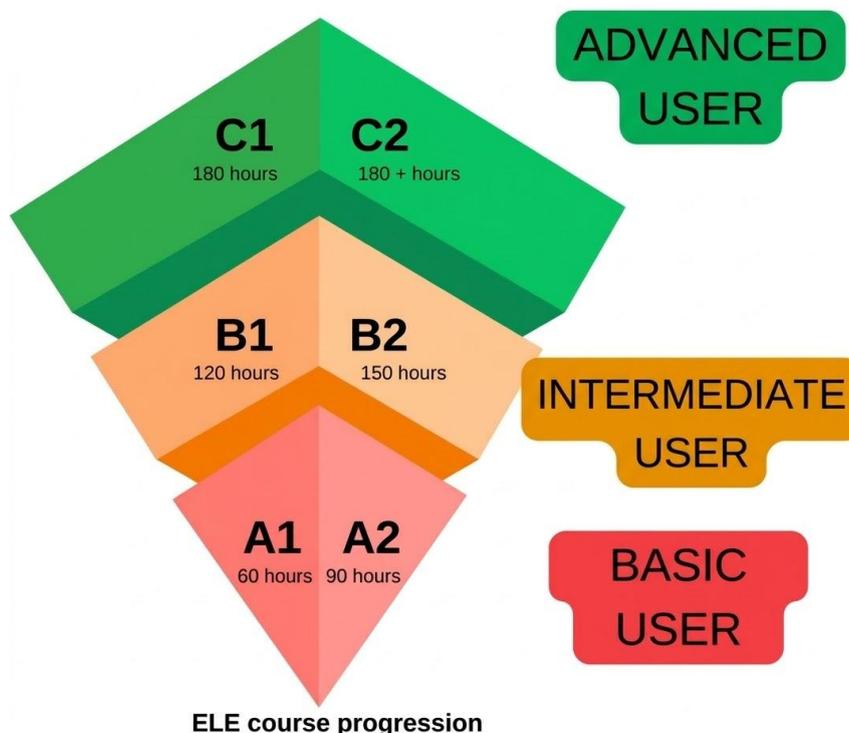
General Information

The programme presented below is designed for general Spanish courses. The distribution of content is subject to the recommendations of the PCIC, bearing in mind that this plan serves both as a reference and as a very useful tool for establishing and planning the process for achieving the objectives set for each level.

It is organised by days and weeks to align with *the Language and Literature Course for University Entrance (PCE)*, depending on the sessions.

Following the recommendations of the PCIC and the CEFR, we have established the following schedule of sessions for achieving the levels:

EUROPEAN FRAMEWORK REFERENCE LEVELS



GENERAL DESCRIPTION

Timetable: Monday to Friday, 10:00–11:50 / 12:10–14:00

BLOCK A: LANGUAGES AND THEIR SPEAKERS

CE 1. Explain and appreciate the linguistic diversity of the world based on an understanding of Spain's multilingual and multicultural reality and the dialectal richness of Spanish, as well as on reflection on the phenomena of language contact, in order to encourage interlinguistic reflection, to challenge linguistic stereotypes and prejudices, and to value this diversity as a source of cultural heritage.

— CEV 1.1. Recognise and value the languages of Spain and the dialectal varieties of Spanish, with particular attention to those of one's own region, explicitly comparing linguistic and discursive aspects of languages and dialects in oral, written and multimodal forms using appropriate metalinguistic tools, and distinguishing between linguistic features that reflect dialectal diversity and those associated with sociolects or registers.

— CEV 1.2. Question and refute linguistic prejudices and stereotypes by adopting an attitude of respect and appreciation for cultural, linguistic and dialectal richness, taking into account the diversity of formal norms and standards within a single language, as well as analysing and assessing the current relevance of the media and social networks in processes of linguistic standardisation.

BLOCK B: COMMUNICATION

CE 4. Understand, interpret and evaluate written texts critically and for different reading purposes, with particular attention to academic and media texts, recognising the overall meaning and the main and secondary ideas, integrating explicit information and making the necessary inferences, identifying the author's intention, reflecting on content and form, and assessing their quality and reliability, in order to respond to diverse communicative needs and interests and to construct knowledge.

— CEV 4.1. Identify the overall meaning, structure, relevant information and the author's intention in specialised written and multimodal texts, paying particular attention to academic and media texts, making the necessary inferences and with different reading purposes.

— CEV 4.2. Critically assess the content and form of specialised texts, evaluating their quality and reliability, as well as the effectiveness of the linguistic procedures employed.

CE 5. Produce coherent, cohesive, appropriate and correct written and multimodal texts, with particular attention to academic discourse genres, in order to construct knowledge and respond in an informed, effective and creative manner to specific communicative demands.

— CEV 5.1. Produce coherent, cohesive academic texts in an appropriate register on curricular topics or those of social and cultural interest, following a planning process that takes into account the communicative situation, audience, purpose and channel, and involving the drafting and peer-review of drafts or the use of other reference tools.

— CEV 5.2. Incorporate procedures to enrich texts, paying attention to discursive, linguistic and stylistic aspects, with lexical precision and correct spelling and grammar.

CE 6. Specific competence: Select and compare information from different sources, assessing its reliability and relevance in relation to reading objectives and avoiding the risks of manipulation and misinformation, and integrate and transform it into knowledge to communicate it, from a critical and personal perspective whilst respecting intellectual property, particularly when carrying out research projects on curriculum topics or those linked to the literary works studied. — CEV 6.1. Carry out independent research projects, using different media, on a variety of topics of academic, personal or social interest, involving locating, selecting and comparing information from different sources, with particular attention to the management of its storage and retrieval, as well as the assessment of its reliability and relevance; organise and integrate it into one's own frameworks; and rework and communicate it creatively, adopting a critical perspective that respects intellectual property.

— CEV 6.2. Assess the accuracy of news and information, paying particular attention to social media and other digital environments, following guidelines for analysis, comparison and verification, using appropriate tools and maintaining a critical attitude towards potential biases in the information.

CE 10. To put communicative practices at the service of democratic coexistence, the resolution of conflicts through dialogue, and equal rights for all people, using non-discriminatory language and eradicating abuses of power through speech, in order to promote a use of language that is not only effective but also ethical and democratic. — CEV 10.1. Identify and eradicate discriminatory uses of language, abuses of power through speech and manipulative uses of language by reflecting on and analysing the linguistic, textual and discursive elements employed, as well as the non-verbal elements that govern communication between people. — CEV 10.2. Employ strategies for the dialogue-based resolution of conflicts and the pursuit of consensus in personal, educational and social contexts.

BLOCK C: LITERARY EDUCATION

CE 8. Read, interpret and evaluate significant works of Spanish and Latin American literature, using specific metalanguage and drawing on biographical experience and literary and cultural knowledge to establish links between diverse texts, to construct a cultural map, to broaden the possibilities for enjoying literature and to create texts with literary intent.

— CEV 8.1. Explain and justify the interpretation of the works read by analysing the internal relationships between their constituent elements and the meaning of the work, as well as the external relationships between the text and its socio-historical context and literary tradition, using a

specific metalanguage and incorporating value judgements linked to the aesthetic appreciation of the works.

— CEV 8.2. Develop research projects resulting in an oral presentation, an essay or a multimodal presentation, establishing reasoned links between works of Spanish or Hispanic literature from the last quarter of the 19th century and the 20th and 21st centuries that have been the subject of guided reading, and other texts and artistic expressions of the past and present, based on themes, topics, structures, language, expressive devices, and ethical and aesthetic values, and making explicit the reader's personal involvement and response to the text.

SECTION D: REFLECTION ON LANGUAGE

CE 9. Consolidate and deepen explicit and systematic knowledge of the structure of language and its uses, and reflect independently on linguistic and discursive choices, using appropriate terminology, in order to develop linguistic awareness, expand communicative repertoire and improve skills in both oral and written production as well as comprehension and critical interpretation.

— CEV 9.1. Review one's own texts and propose improvements, justifying changes based on metalinguistic and interlinguistic reflection and using specific metalanguage, and identify and rectify reading comprehension problems using explicit knowledge of the language and its use.

— CEV 9.2. Explain and justify the interrelationship between the communicative purpose and the speaker's linguistic choices, as well as their effects on the listener, using explicit knowledge of the language and specific metalanguage.

— CEV 9.3. Develop and present the results of small-scale research projects on relevant aspects of language functioning, formulating hypotheses and establishing generalisations, using appropriate linguistic concepts and terminology and independently consulting dictionaries, handbooks and grammars.

GUIDANCE AND ASSESSMENT

https://unedasiss.uned.es/archivos_publicos/AccesoExtAsignaturasExamen/100624/quialenguacastel/lanayliteratura2425final.pdf

REFERENCE MATERIAL

<https://escuelapce.com/asignaturas/lengua/>

SYLLABUS FOR THE LANGUAGE AND LITERATURE COURSE IN PREPARATION FOR UNIVERSITY ENTRANCE (PCE)

WEEK	1 (A)	2 (A)	3 (B)	4 (B)	5 (D)
CONTENTS	The languages of Spain and the dialects of Spanish.	Dialectal varieties, sociolects and registers.	Components of the communicative act and discourse genres.	Coherence, cohesion and textual appropriateness.	Morphology: root, affixes, derivation, composition.
ACTIVITIES	Linguistic map of Spain, video and group discussion.	Examples in media and oral-written comparison.	Analysis of academic and social .	Workshop on writing and cooperative correction.	Practical exercises and vocabulary tests.
OBJECTIVES	To understand linguistic diversity.	Identify linguistic registers.	To recognise discourse genres.	Produce coherent and correct texts.	Mastering processes of training of words.

WEEK	6 (D)	7 (D)	8 (B)	9 (B)	10 (C)
CONTENTS	Syntax: simple and compound	Semantic relationships: synonymy, antonymy, polysemy	Reading comprehension and critical analysis of texts.	The Silver Age of Spanish culture (1875–1936)	Literature of the Civil War and the post-war period.
ACTIVITIES	Guided syntactic analysis, group review	Vocabulary games and creation of short texts	Guided reading of articles and multiple-choice exercises	Reading of texts from the Generation of '98 and group discussion.	Analysis of narrative and poetic excerpts
OBJECTIVES	Identifying syntactic functions	Applying semantic relationships to context.	Improving comprehension and critical analysis.	Understanding the context and authors of the Generation of '98.	Relating literature to historical context

WEEK	11 (C)	12 (C)	13 (C)	14 (A + D)	15 OVERALL PRACTICE
CONTENTS	The Generation of '27 and the avant-garde.	Contemporary Spanish and Latin American literature	The argumentative text.	Comprehensive review of language and diversity.	Full mock exam (UNED model).
ACTIVITIES	Reading of poems, guided commentary and educational video.	Comparison of authors and works from the 20th–21st centuries.	Writing a short essay in groups and joint review.	Revision exercises, exam examples.	Group discussion and correction.
OBJECTIVES	Identify characteristics of the 27	To broaden one's current literary perspective.	Develop argumentative texts.	Consolidate linguistic concepts.	Apply knowledge in an exam format.

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