



# SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE) MODULE 5 (B1)



SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE)

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**PROGRAMA DE ESPAÑOL COMO LENGUA EXTRANJERA (ELE)  
SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE)**

Our courses according to CEFR	
CEFR	Levels
A1	Module 1
	Module 2
A2	Module 3
	Module 4
B1	Module 5
	Module 6
B2.1	Module 7
	Module 8
B2.2	Module 9
	Module 10
C1	Module 11
	Module 12
	Module 13

**40 hours.**

**Materials:**

- Puerta Real platform.
- Aula Internacional Plus 3 (units 1 to 6).

**General objectives:**

- a) The student will be provided with simple linguistic structures and a number of expressions to communicate in social and cultural contexts from the Spanish speaker world, with emphasis in the immediate context.



- b) The student will interact in a standard register of the foreign culture.
- c) The student will deal with flexibility in different communicative situations in an immediate context but also in distant environments.

## Assessment 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 exam	25%	



## Session 1 (4 hours)

**Specific objective:** describing rules and codes in collective interactions.

- **Communicative resources:**
  - Telling the difference between cultural codes.
  - Talking about behavioural rules in collective environments.
  - Reacting with surprise to events.
- **Grammar contents:**
  - Use of the present indicative to express costumes.
  - Expressing habits: 'soler' + infinitive.
  - Expressions in the passive voice to react emotionally: 'me choca/ me sorprende/ me parece raro' + infinitive.
  - Expressing obligation: está + participe (forbide/ allow)/ 'Es' + adjective/ Forbide or allow with impersonal expressions ('no se admite/ se permite')
- **Vocabulary:**
  - Vocabulary in the work environment.
  - Vocabulary about family and friends traditions.
  - Adjectives of obligation and permission.
- **Intonation and pronunciation:**
  - Emphasis in the pronunciation of nouns and the endings of the passive voice: 'me choca, me parece'.

## Session 2 (4 hours)

**Specific objective:** expressing and exchanging opinions about people, objects or places.

- **Communicative resources:**
  - Counting people / objects / places.
  - Expressing standard opinions.
  - Talking about rules and habits.
- **Grammar contents:**
  - Quantifiers: 'todo el mundo'; 'todas las/ todos los' + noun; ('casi') 'nadie'; 'en ningún/ en ninguna' + place; 'en la mayoría'.
  - Standardized expressions: 'lo habitual/ lo raro/ lo normal es' + infinitive.
  - Introducción a algunas perífrasis verbales: Introduction to some verbal periphrases: 'volver a' / 'dejar de' / 'empezar a' / 'acabar' or 'terminar de' + infinitive.
- **Vocabulary:**



- Common activities for special events.
- Quantifiers.
- Nouns to talk about changes.
- **Intonation and pronunciation:**
  - Acute emphasis in words ending in consonant (except 'n0 or 's': 'normal, habitual, cuantificar, conversar, obligatoriedad'.

## Session 3 (4 hours)

**Specific objective:** describing stages and personal or working changing actions.

- **Communicative resources:**
  - Expressing changes in personal or working life.
  - Questioning the possibility of changes or permanence.
- **Grammar contents:**
  - Some verbal periphrases: 'volver a'/'dejar de'/'empezar a'/'acabar' or 'terminar de' + infinitive.
  - 'Llevar'/'seguir' + gerund; 'llevar'/'seguir' + 'sin' + infinitive.
  - Some time markers: 'desde'/'desde que'/'desde hace'.
- **Vocabulary:**
  - Working and personal activities.
  - Greetings and farewells in formal letters and emails.
  - Vocabulary about periods and careers.
- **Intonation and pronunciation:**
  - Verbs with or without preposition: 'llevar', 'seguir'; 'volver a', 'empezar a'; 'terminar de', 'dejar de'.

## Session 4 (4 hours)

**Specific objective:** expressing certainty or hypothesis about the future.

- **Communicative resources:**
  - Expressing certain thoughts about the future.
  - Predicting hypothetical scenarios in a distant future.



- **Grammar contents:**
  - o Thinking expressions: 'creo que' / 'pienso que' + future indicative.
  - o Introduction to regular and irregular conjugations in future indicative.
  - o Some probability expressions: 'estoy seguro/a', 'probablemente'.
  - o Time markers for the future: 'cada vez más' / 'cada vez menos' / 'poco a poco' / 'paulatinamente' + future indicative
- **Vocabulary:**
  - o Word changing (verb → noun) for the future: 'extinguirse, la extinción' / 'aparecer, la desaparición'.
  - o Future challenges about health, social coexistence and ecology.
- **Intonation and pronunciation:**
  - o Sound 'r' between vowels: 'hablaré', 'hablarás', 'hablaremos'.

## Session 5 (4 hours)

**Specific objective:** describing conditions about possible future events.

- **Communicative resources:**
  - o Expressing probability.
  - o Advices.
- **Grammar contents:**
  - o More irregular conjugations in the future indicative.
  - o 'Si' (if) + present indicative + future indicative.
  - o 'More probability expressions: 'supongo que...', 'seguramente', 'seguro que'...
  - o More time markers for the future: 'este año' / 'mes' / 'siglo' + future; 'dentro de' + quantity of time + future; 'el día' / 'mes' / 'año' + 'que viene' / 'próximo' + future.
- **Vocabulary:**
  - o Scientific fields and future jobs.
  - o Objects and actions linked to a technological future.
- **Intonation and pronunciation:**
  - o Stressed syllable.



## AUDITORY-ORAL PROJECT (SUGGESTED):

Individual work:

- a) The student will organize the paragraphs of a text according to a reading which the teacher will read out loud.

Group work:

- b) In groups of two or three, the students will discuss the uses of artificial intelligence in the future (health, education, science). They will be allowed to take notes and check them during the presentation in front of the class, but they will not be allowed to read them literally.
- c) Finally, each group will present their ideas in front of the class. Each member of the group has to talk. For example: 'En el futuro la IA traducirá en tiempo real nuestro discurso a cualquier lengua. Por eso, hacer turismo será más fácil.'

### Session 6 (4 hours)

**Specific objective:** telling stories with a narrative sense.

– **Communicative resources:**

- Expressing likes about film genres.
- Telling the plot of films or novels in different nationalities.

– **Grammar contents:**

- Some connective words to express reason: 'por', 'porque', 'como.'
- Some connective words to express contrast: 'pero, aunque, sin embargo'.
- Some Direct Object and Indirect Object pronouns.

– **Vocabulary:**

- Vocabulary to tell the plot of a film or novel: 'se trata de', 'va de', 'es un/a', 'la película/serie/ novela cuenta la vida/ la historia de', 'está ambientada en', 'salen + actors/actresses' names', 'se ve' + person/ object/ place, 'aparece'.
- Vocabulary about cinema, literature and pop culture.
- Film and literature genres.

– **Intonation and pronunciation:**

- Emphasis of the comma (,) in adversative links.





## Session 7 (4 hours)

**Specific objective:** telling jokes or funny stories with a comical intention, as well as advertisements.

- **Communicative resources:**
  - Telling jokes to emphasize cultural differences and express stereotypes.
  - Telling messages seen or heard in advertisements.
- **Grammar contents:**
  - Some narrative linkers: ‘y’, ‘entonces’, ‘en ese momento’, ‘es ahí que’, ‘de pronto’, ‘de repente’, ‘al final’.
  - Structures to express opinions: ‘Es’/ ‘me parece’/ ‘a mí me parece’ + opinion adjective; ‘Está + bien/ mal que’...
- **Vocabulary:**
  - Talking verbs: ‘contar’, ‘narrar’, ‘cotillear/ chismear’.
  - Vocabulary to tell a joke: ‘Un día...’, ‘había’ + main character, ‘estaban’ + people/ animals, ‘de pronto’, ‘de repente’ ... ‘y en eso’, ‘(le) dice/ pregunta/ responde’, ‘va y (le) dice/ pregunta/ responde’
  - Opinion adjectives to express emotions: ‘impactante’, ‘divertido/a’, ‘efectiva/o’
- **Intonation and pronunciation:**
  - Emphasis in expressing opinions: ‘me parece’, ‘a mí me parece’, ‘está bien’, ‘está mal’

## Session 8 (4 hours)

**Specific objective:** making suggestions and recommendations.

- **Communicative resources:**
  - Analyzing advertising slogans.
  - Offer recommendations about interesting social topics: ecology, the media).
- **Grammar contents:**
  - Conjugation of regular imperative in affirmative and negative form for the second person ‘tú’ and ‘usted’.
  - Some verbs in irregular imperative.
  - Pronouns of direct and indirect object with imperative.
- **Vocabulary:**



- Vocabulary about advertisement: professions and businesses; types of advertisements; advertising verbs and adjectives; advertising anglicisms.
- **Intonation and pronunciation:**
  - Emphasis in the imperative (affirmative and negative): ‘come’, ‘no comas’, ‘coma’, ‘no coma’, ‘canta’, ‘no cantes’, ‘cante’, ‘no cante’.

## Session 9 (4 hours)

**Specific objective:** expressing wishes and social demands about the near future.

- **Communicative resources:**
  - Making dialogues about social problems in Spain and other countries.
  - Expressing wishes, demandings and claiming rights.
  - Claim social causes.
- **Grammar contents:**
  - Structure of a formal letter or formal application: greetings, explaining the problem, consequences, solutions, farewell.
  - ‘Debería/n’ + infinitive (should).
  - ‘Querer’/ ‘necesitar’/ ‘exigir’/ ‘luchar por’/ ‘protestar por’ + infinitive/ noun.
  - Introduction to regular conjugation and the present tense subjunctive.
- **Vocabulary:**
  - Vocabulary about administrative and social life.
  - Vocabulary about social activism.
- **Intonation and pronunciation:**
  - Emphasis and pronunciation of the final vowel of a noun: ‘que hables’, ‘que bebas’, ‘que subas’.

## Session 10 (4 hours)

**Specific objective:** requesting personal or social issues and expressing possibilities in the future.

- **Communicative resources:**
  - Expressing demands for social causes or neighbours.
  - Discuss personal and social agreements or disagreements.
  - Expressing habits or daily life realities vs possibilities in the future.
- **Grammar contents:**
  - Introduction to irregular conjugations of the present tense subjunctive.



- 'Cuando' + present indicative/ present subjunctive.
- 'Querer'/'necesitar'/'desear'/'solicitar' + infinitive vs. present subjunctive (change of grammar person).
- **Vocabulary:**
  - Verbs about social life and synonyms: 'disminuir', 'bajar'; 'actuar', 'hacer algo'.
- **Intonation and pronunciation:**
  - Pronunciation of vowels in some irregular verbs in the present tense of subjunctive: 'cerrar □ que cierre'; 'poder □ que pueda'; 'pedir □ que pida'.

### READING AND WRITING EXAM.

### Bibliografía

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