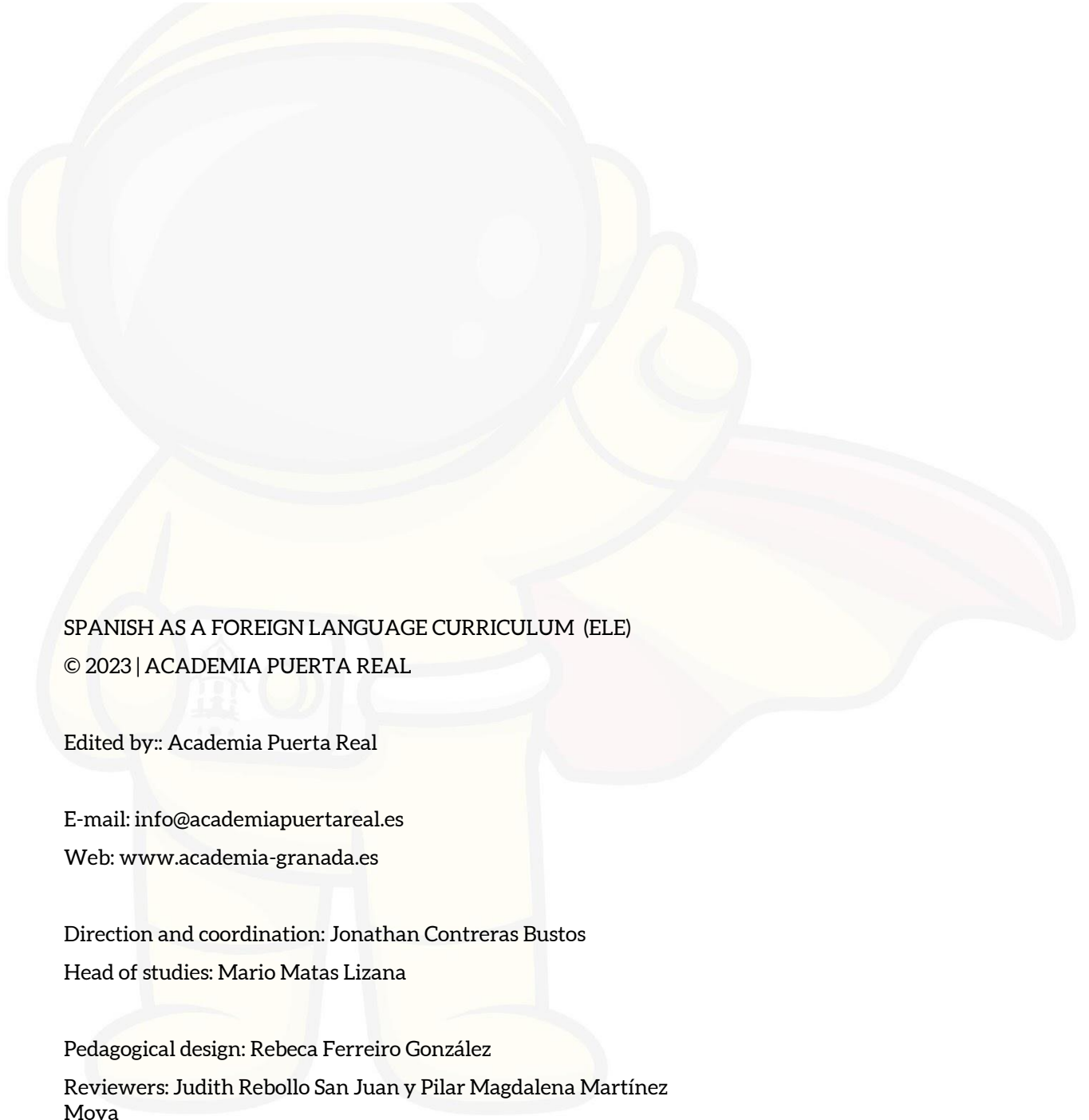




SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE) MODULE 6 (B1)



SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE)

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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 7 to 12).

General objectives:

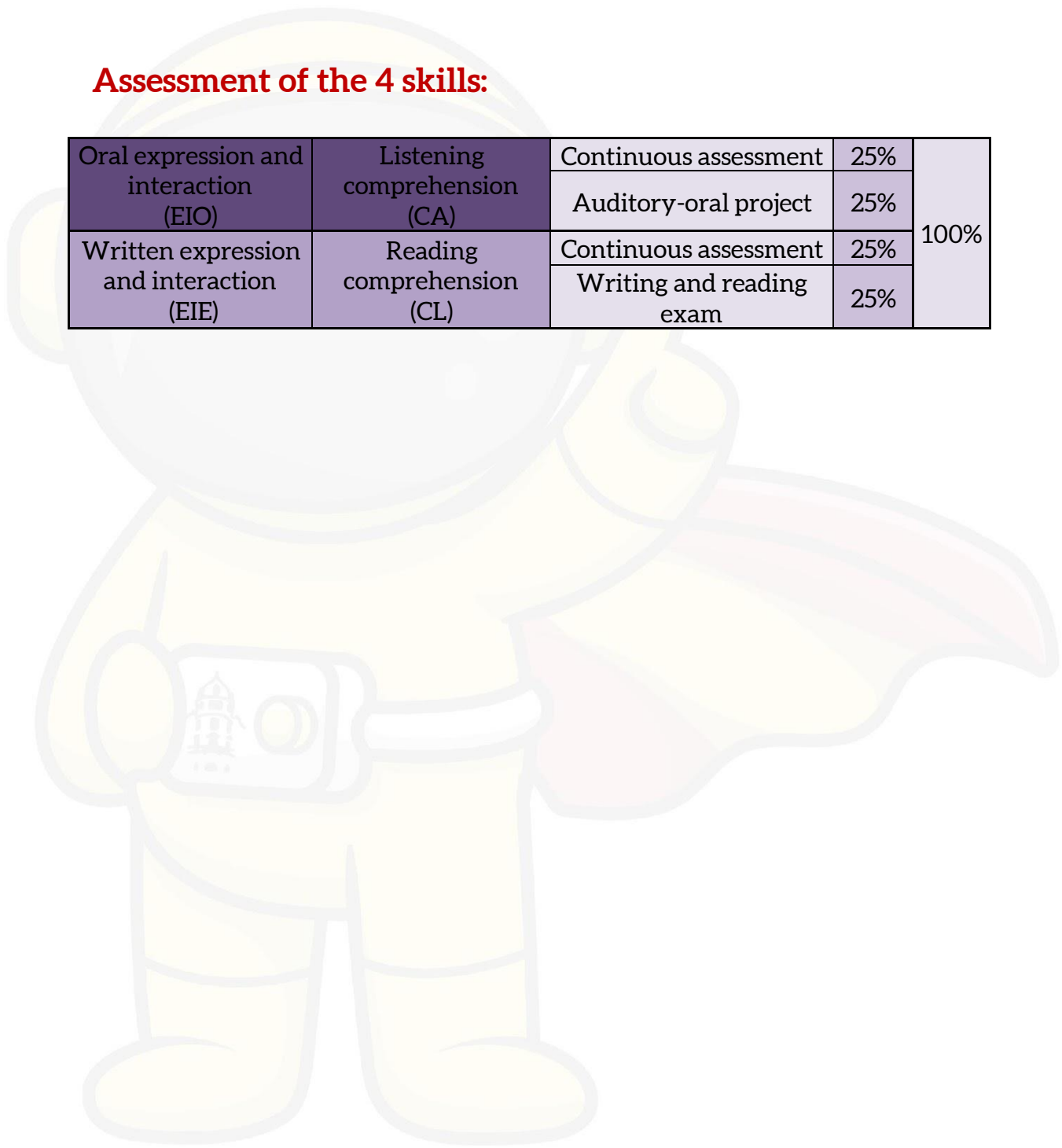
- a) The student will use simple linguistic structures and a number of taught sentences to communicate in social and cultural contexts throughout the Hispanic world, although will put emphasis in the near context (region).



- b) The student will be able to interact properly, despite some pauses to plan and structure the discourse.
- c) The student will deal with immediate contexts and will also try less common situations (renting, offices, banks).

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: communicating messages from the speaker to the listener effectively.

- **Communicative resources**
 - Talking about the use of social media.
 - Expressing formal and informal messages according to the transmission channel.
 - Conveying messages as an intermediary.
- **Grammar contents:**
 - Indirect speech: change of pronouns.
 - Indirect speech: change of verbs.
 - Indirect speech: 'preguntar + si'; 'preguntar + qué/ cuál/ cómo/ dónde/ por qué/ para qué'; 'decir + que'.
- **Vocabulary:**
 - Medias, social media and types of messages.
 - Verbs for online interactions.
 - Abbreviations for writing communication.
- **Intonation and pronunciation:**
 - Distinctive emphasis between 'que' - 'qué' and 'si' - 'sí'.

Session 2 (4 hours)

Specific objective: communicating shortly the messages from the speaker to the listener.

- **Communicative resources**
 - Rephrasing one speaker's ideas and communicating them to another speaker.
 - Giving messages on a phone call.
- **Grammar contents:**
 - Indirect speech: performing verbs to summarize messages ('protestar, felicitar, invitar, agradecer').
 - 'Pretérito perfecto' (present perfect-past simple) to communicate past experiences.
- **Vocabulary:**
 - Some performing verbs.
 - Some conversational expressions for phone calls.



- Kinds of tourism.
- Some cities, countries and nationalities.
- **Intonation and pronunciation:**
 - Emphasis in greetings and farewells on phone calls.

Session 3 (4 hours)

Specific objective: expressing and react towards other people's stories.

- **Communicative resources**
 - Expressing travel experiences.
 - Describing the order of events, actions or situations that happened in the past.
 - Express reason and consequence in travel plans.
- **Grammar contents:**
 - Conjugation and use of 'pretérito pluscuamperfecto' (past perfect): 'había/s/mos/n' + participe.
 - Contrast between 'pretérito indefinido' and 'pretérito pluscuamperfecto' (past simple and past perfect).
 - Narrative expressions (emotional reactions): '¡qué' + noun!'; '¿y qué hiciste/ qué pasó?'; '¡menos mal!'; 'ya, claro/ por supuesto'; '¿no?'
 - Time markers for the 'pretérito indefinido' and 'pretérito pluscuamperfecto'.
- **Vocabulary:**
 - Some cause and consequence linkers: 'porque, así que, como, entonces'.
 - Travel vocabulary (objects, destinations, actions):
 - Time markers for the past: 'el otro día, un día/ noche, hace unos meses, aquella mañana/ tarde/ noche'.
- **Intonation and pronunciation:**
 - Intonation in narrative expressions.

Session 4 (4 hours)

Specific objective: discussing likes, emotions or feelings in diverse scenarios and showing disagreement.

- **Communicative resources**
 - Expressing negative feelings in daily life or special situations.
 - Showing different levels of disagreement.
- **Grammar contents:**



- Structures to show dislike and opposition in the passive voice: 'me/ te/ le/ nos/ os/ les' + 'molestar/ incomodar/ disgustar/ irritar'.
- Structures to show dislike and opposition in the active voice: 'odiar, no aguantar, no soportar'.
- **Vocabulary:**
 - Some verbs to express feelings and emotions.
 - Kinds of manias.
 - Some nouns and emphatic expressions which imply emotions.
- **Intonation and pronunciation:**
 - Intonation in exclamatory expressions (!!).

Session 5 (4 hours)

Specific objective: discussing the others' opinions, as well as expressing agreement and disagreement towards different social situations.

- **Communicative resources**
 - Expressing positive feelings in daily life or special social situations.
 - Discussing giving arguments.
- **Grammar contents:**
 - Structures to convey likes in the passive voice: 'me/ te/ le/ nos/ os/ les' + 'gustar/ encantar/ fascinar/ apasionar'.
 - Formal markers: 'tú' and 'usted'.
- **Vocabulary:**
 - More verbs to express emotions and feelings.
 - Expressions to retort: 'pero si..., pues'.
- **Intonation and pronunciation:**
 - Intonation of the 'eco' questions.

AUDITORY-ORAL PROJECT (SUGGESTED):

Individual work:

- a) The student will fill in the gaps of a song after having listened to it twice. With this exercise, it is possible to assess the listening comprehension.
- b) Then, the student will have 3 or 4 minutes to take notes about their likes and dislikes by using the expressions taught in class. For example: 'Me gusta el bosque por la mañana/ me molesta el sol directamente en la cara'.



- c) Finally, each student will tell the group their likes and dislikes by looking briefly at their notes, but always being spontaneous.

Group work:

- d) The teacher or any other student can talk with the seeker about their presentation. This way, it is possible to assess the expression and oral interactions.

Session 6 (4 hours)

Specific objective: describing and evaluating objects and places.

- **Communicative resources**
 - o Expressing evaluations about objects and places.
 - o Identifying and describing objects and places in detail.
- **Grammar contents:**
 - o Structures to express evaluations: 'Para mí' + 'lo más' + 'adjetivo' + 'es/son'; object/s + 'sirve/n para' + infinitive; 'me fijo (mucho) en' + object or place characteristic.
 - o Sentences with parentheses expressed with commas (,).
 - o Identifying sentences (with relative pronouns): 'el que, los que, la que, los que, *lo que'.
 - o Descriptive sentences (with relative pronouns and prepositions): 'con el que, a la que, de los que, por las que'.
- **Vocabulary:**
 - o Adjectives and adverbs to describe and evaluate objects.
 - o Personal use objects (clothes and accessories).
- **Intonation and pronunciation:**
 - o Intonation of sentences with parentheses (,).

Session 7 (4 hours)

Specific objective: evaluating how objects and space work, as well as reacting to situations and facts.

- **Communicative resources**
 - o Describing how personal objects and properties work.



- Expressing surprise, like or dislike when talking about an object's characteristics or a situation.
- **Grammar contents:**
 - Different functions of the indicative and subjunctive modes in relative sentences ('que venga/ que viene').
 - Superlative endings: -ísimo/ os/ a/ as.
 - Exclamatory sentence structure: '¡Qué + noun+ 'tan/ más' + adjective!'
 - More structures to express opinions and values: 'A mí, lo/ eso/ esto de' + noun/ infinitive'+ 'me parece' + adjective/ adverb; 'A mí, lo que' + 'me parece' + adjective/ adverb+ 'es'...
- **Vocabulary:**
 - Furniture, houses and characteristics.
 - More adjectives and adverbs to describe and value objects.
- **Intonation and pronunciation:**
 - Intonation of evaluative expressions: 'a mí, lo de salir noche no me gusta'/ 'a mí, lo que me parece mal de salir noche es el cansancio'.

Session 8 (4 hours)

Specific objective: give opinions and normative judgements in sociopolitical contexts.

- **Communicative resources**
 - Expressing evaluations on the environment.
 - Expressing normative judgements or opinions about social interest topics.
- **Grammar contents:**
 - Normative expressions with infinitive vs factual expressions with subjunctive: 'es lógico prohibir el maltrato animal' vs. 'Es lógico que prohíban las corridas de toros'.
 - Introduction to thinking and opinion verbs and expressions with the indicative and subjunctive modes: 'pensar, creer, considerar, ser verdad, ser falso'.
 - Conjugation and conditional uses.
- **Vocabulary:**



- Verbs and adjectives about sustainability and environment.
- Adjectives and expressions to show evidence.
- **Intonation and pronunciation:**
 - The accent in the conditional form: 'podría, invitaría, haría'.

Session 9 (4 hours)

Specific objective: making hypotheses and stating facts about intriguing events.

- **Communicative resources**
 - Stating opinions with different degrees of certainty.
 - Stating opinions about observable evidence in the present.
- **Grammar contents:**
 - Certainty structures vs. Probability structures: 'seguro que / lo que pasa es que' + indicative; 'puede que/ quizás/ tal vez' + subjunctive.
 - Markers for hypothetical or probability structures: 'a lo mejor*/ seguro que*' + indicative; 'quizá/s, tal vez, es probable que' + subjunctive.
 - Thinking/opinion verbs or expressions in the indicative and subjunctive mode: 'pensar, creer, considerar, ser verdad, ser falso'.
- **Vocabulary:**
 - Vocabulary about perceptions or paranormal events.
 - More thinking or opinion verbs: 'pensar, recordar, acordarse de'.
 - Vocabulary to talk about theories.
- **Intonation and pronunciation:**
 - Emphasis in vowel differences between indicative and subjunctive: 'come, que coma; piensa, que piense'.

Session 10 (4 hours)

Specific objective: creating conjectures about the present and past based on evidence.

- **Communicative resources**
 - Describing our own personality according to the level of trust in social interactions.
 - Expressing past or present conjectures.



- **Grammar contents:**
 - The use of the future simple to conjecture about the present.
 - Conjugation and use of compound future ('habré/ as/ a/ emos/ éis/ an + participio') to make conjectures about the past.
 - 'Creer **en**' + personal pronoun/ noun/ infinitive; 'creer que' + sentence; 'me/ te/ se/ nos/ os/ se **lo**' + 'creer'.
- **Vocabulary:**
 - The verb 'creer: creer, creerse, creer en'.
 - Adjectives to describe someone's level of trust.
- **Intonation and pronunciation:**
 - Pronunciation of continuous double vowels: 'creer, poseer, proveer, reembolsar, reenviar; coordinar, cooperar, cooptar, coorganizar',

READING AND WRITING EXAM

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