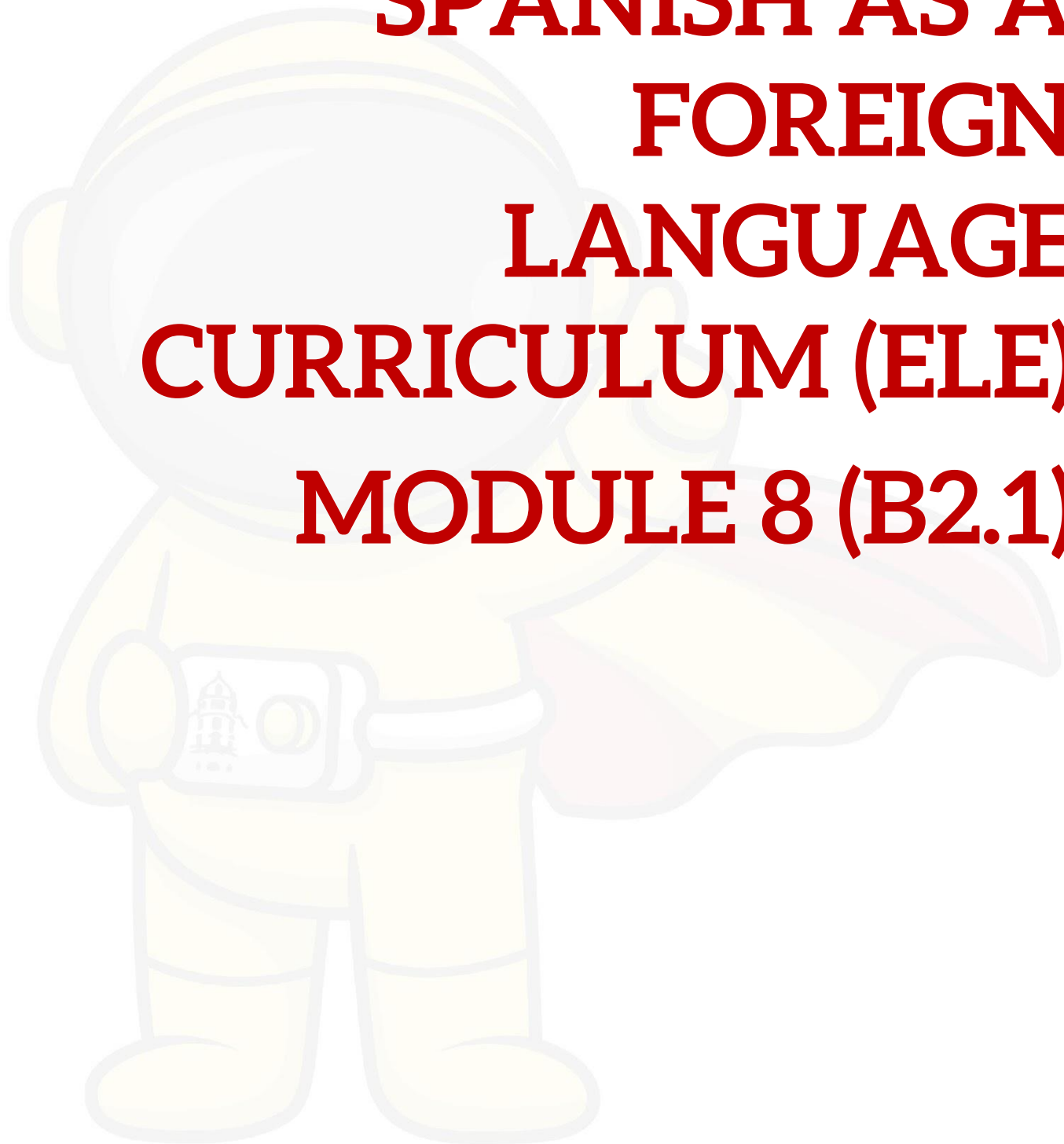




SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE) MODULE 8 (B2.1)





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 4 (units 4 to 6).

General objectives:

- a) The student will be able to elaborate linear sequences of ideas as brief statements linked with simple connectors.



- b) The student will develop a well pronounced and grammarly coherent and continuous discourse, even though there is an evident foreign accent.
- c) The student will have to control linguistic structures reasonably to express information precisely, even though it is not possible to convey all the nuances when expressing opinions or when describing things in detail.

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 characteristics, likes and personal hobbies related to social groups.

- **Communicative resources:**
 - Describing the physical and personality traits of cultural and social groups.
 - Expressing personal likes.
- **Grammar contents:**
 - Structures to describe groups: 'visten + clothe noun/ 'de' + 'azul, amarillo/ largo, corto'; 'se las/los asocia con...'; 'son, en su mayoría,...'; 'tienen fama de ser; tienen una forma de' + infinitive + 'un poco/ muy/ bastante' + evaluative adjective.
 - How changing verbs work: 'volverse, convertirse en, transformarse en, quedarse en/ con, hacerse'.
 - Reinforcing structures to express agreement and disagreement: 'estoy (totalmente) de acuerdo; estoy con ella/ él; así es; exactamente; estoy en desacuerdo; sí, pero...; puede ser, pero...; no lo veo tan claro; definitivamente no lo comparto; no comparto esa idea'
- **Vocabulary:**
 - Expressions for describing groups (urban tribes): 'visten de; se las/los asocia con...; son, en su mayoría, ...; tienen fama de ser; tienen una forma de vestir un poco rara'.
 - Expressions for describing people: 'vestir con/de; tener fama de; ser originario/a de; ser aficionado/a a; ser de carácter abierto/ reservado; estar soltero/a, casado/a; ser viudo/a'
- **Intonation and pronunciation:**
 - Intonation of the expressions to agree and disagree.

Session 2 (4 hours)

Specific objective: expressing complex opinion discourses.

- **Communicative resources:**
 - Expressing an explanatory discourse according to an opinion.
 - Describing causes and consequences for imaginary situations.
- **Grammar contents:**



- Some discourse linkers to improve expressions, add information, explain an alternative or contrast ideas.
- Some uses of the prepositions 'por' and 'para'.
- **Vocabulary:**
 - Some discourse linkers: 'así es, de hecho, en realidad; por un lado, por otro lado, en primer/ segundo lugar; no es que,... lo que pasa es que..., no estoy diciendo que..., sino que, y viceversa; al contrario'.
 - Vocabulary related to couple and emotional relationships: 'sentirse solo/a, estar soltero/a, ser independiente, tener hijos, no querer hijos, formar una familia'.
- **Intonation and pronunciation:**
 - The soft sound 'r' in 'suave' and strong accent in 'por'.

Session 3 (4 hours)

Specific objective: describing people and probable or imaginary situations.

- **Communicative resources:**
 - Describing couple and relationships characteristics.
 - Describing people or ideal places for imaginary situations.
 - Expressing improbable situations.
- **Grammar contents:**
 - Verbal structures with prepositions: 'darse cuenta de, dedicarse a, darle vueltas a, ser consciente de (que), disfrutar de, arrepentirse de, tener envidia de, pensar en, pertenecer a, renunciar a'.
 - Some time correlations and verbal modes in sentences linked with relative pronouns.
 - Introduction to the conjugation of imperfect tense of subjunctive with regular verbs in a low probability function: 'hablara, bebiera, viviera'.
- **Vocabulary:**
 - Verbal expressions with prepositions: 'acostumbrarse a, tener ganas de, estar pendiente de, adaptarse a, aficionarse a, ser aficionado de, pensar en, pertenecer a, identificarse con'.
 - Some regular verbs in imperfect tense of subjunctive to describe people or situations: 'hablar, cantar, comer, beber, vivir, escribir'.



- **Intonation and pronunciation:**

- Different intonation between past simple ('yo') and present subjunctive ('yo, ella, él') with verbs ending in '-ar': 'caminé, camine; regresé, regrese; canté, cante; hablé, hable'.

Session 4 (4 hours)

Specific objective: having a conversation about cultural issues (literature, architecture, music, history, territory) which define cities.

- **Communicative resources:**

- Expressing opinions with an intermediate level of formality in written texts.
- Describing and comparing cities and towns in detail.

- **Grammar contents:**

- Structures to express approval or likes: 'me gusta cómo + verbo en presente related with the text); me gusta lo que + verb in the present; me gusta + noun; es + evaluative adjective'.
- Introduction to the passive voice ('fue fundada') and impersonal expressions ('se fundó') to describe places.

- **Vocabulary:**

- Expressions to describe cities or towns: 'fue fundada por; se encuentra ubicada en; su nombre proviene de; uno de los atractivos de la ciudad es; su época de esplendor fue/ se remonta a; uno de los lugares más emblemáticos/ representativos de la ciudad es'.
- Some cities of the Hispanic world.

- **Intonation and pronunciation:**

- The sounds 'c' and 'z' in Latin America and Spain.

Session 5 (4 hours)

Specific objective: reinforcing listening comprehension and oral expression and interaction.

CONVERSATION CLUB:

Historical, social and cultural, geographical, territorial, artistic and linguistic similarities and differences between your country and Spain (anecdotes and experiences).

- a) Expressing points of view.



- b) Talking about past experiences (our own or from other people) related to the topic.
- c) Classifying opinions in two groups: similarities and differences.
- d) Justifying your own opinions and answering other people's arguments in the group.
- e) Proposing a summary about the arguments expressed in class and elaborating a conclusion on the topic.

AUDITORY - ORAL PROJECT (SUGGESTED):

Individual work:

- a) Listen to some poems about cities twice and fill in the gaps.
- b) Writing the description of an imaginary city: the ideal city from an architectonic, artistic, social, climatic or gastronomic point of view.

Groups of two or three people:

- c) Participating in a dialogue about ideal cities according to every member of the group and synthesizing the ideas in one only city. Then, preparing a presentation with the conclusions in front of the group.

Work group:

- d) Presenting orally all the conclusions of the dialogue in groups of two or three. All the members must participate. Students are allowed to check the notes, but not to read them literally.

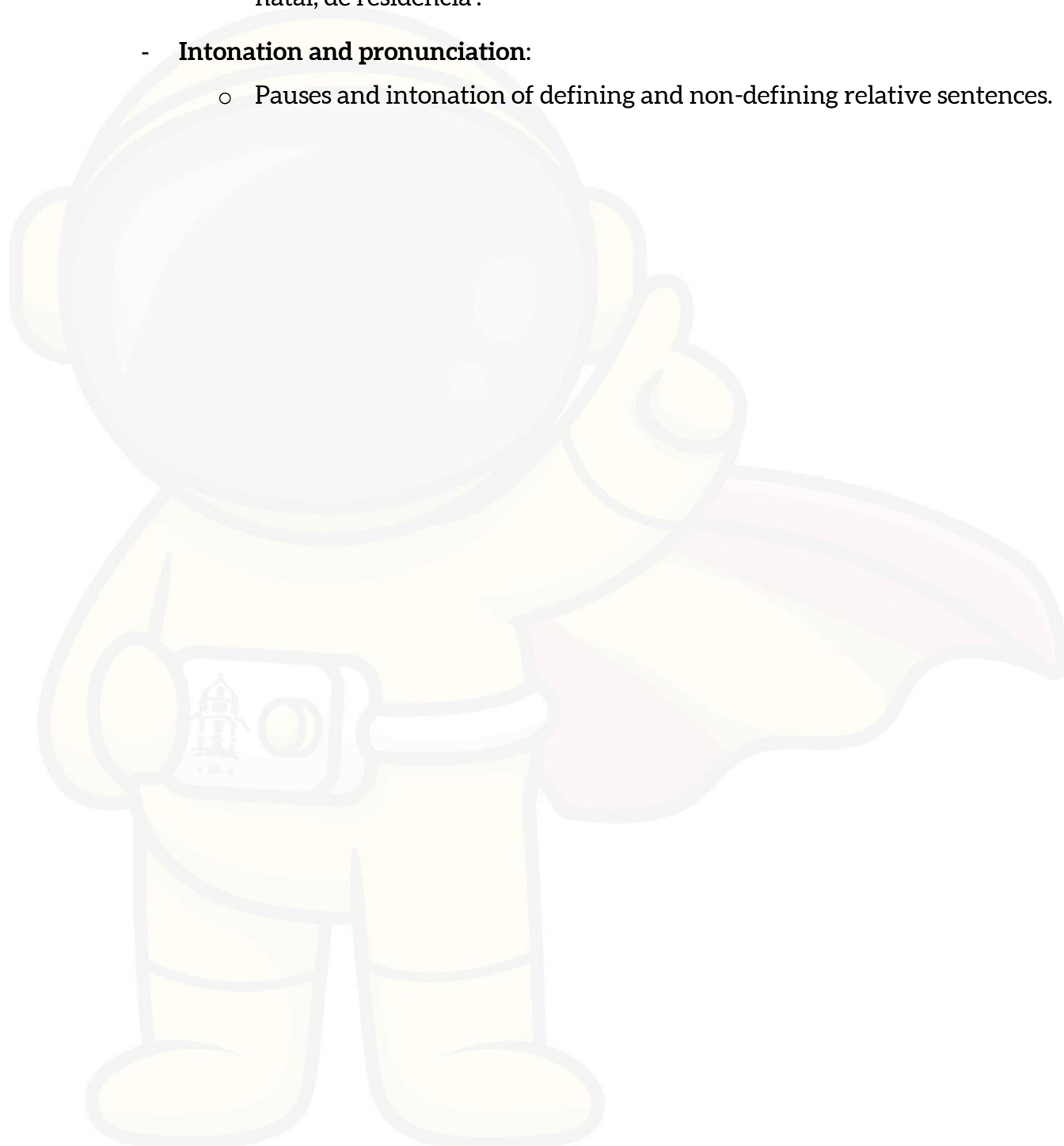
Session 6 (4 hours)

Specific objective: defining, describing and specifying the qualities of towns and cities.

- **Communicative resources:**
 - o Describing a city or town's characteristics in detail.
 - o Relating the information with the places it belongs to.
- **Grammar contents:**
 - o Sentences with relative pronouns to make descriptions.
 - o Use of relative pronouns: 'que, quien/ es, cuyo/ os/ a/ as, cual/ es'.
 - o Distinction between defining and non-defining relative sentences.
- **Vocabulary:**



- Adjectives and participles to describe towns: 'animada, industrial, histórica, ordenada, bien conservada, desconocida, anclada en el pasado, llena de color'.
- Vocabulary related to the classification of cities: 'portuaria, fronteriza, natal, de residencia'.
- **Intonation and pronunciation:**
 - Pauses and intonation of defining and non-defining relative sentences.





Session 7 (4 hours)

Specific objective: making dialogues about travel expectations as well as the impressions of the visited cities.

- **Communicative resources:**
 - Describing old and modern cities.
 - Expressing remote possibilities..
 - Comparing expectations and impressions of a city.
- **Grammar contents:**
 - Participles which work as adjectives (gender and number): 'la plaza fundada en 1533, la catedral rodeada de columnas'.
 - Frequent verbs conjugation in 'imperfecto' of subjunctive and the remote probability function: 'hubiera, fuera, estuviera'.
 - Structures to express past impressions: 'yo pensaba que/ yo sabía que' + imperfect of indicative/ conditional; 'yo no pensaba/ no sabía que' + imperfect of subjunctive/ conditional; 'yo (no) esperaba que' + imperfect of subjunctive; 'quedé sorprendida de' + infinitive; '(no) me sorprendió que' + imperfect of subjunctive'.
- **Vocabulary:**
 - Vocabulary linked to the history of cities: ' fundada, declarada, considerada, situada, destruida, expuesta, diseñada, rodeada'.
 - Expressions to convey impression: 'no sabía que, quedé sorprendida de, pensaba que'.
- **Intonation and pronunciation:**
 - Intonation 'grave' of the imperfect subjunctive form (except for 'nosotros'): '**fue**-ra, **fue**-ras, ***fue**-ra-mos, **fue**-rais, **fue**-ran'.

Session 8 (4 hours)

Specific objective: creating descriptions and opinions about events and explaining the rules to take part in them.

- **Communicative resources:**
 - Creating dialogues about grants programs, no matter if you have participated in one or you would like to.
 - Sharing descriptions and impressions about events (for example, a photography contest).



- Expressing the requirements to participate in an event or contest.
- **Grammar contents:**
 - The use of past simple indicative to express actions or plans in the past.
 - Structures to express impressions about an object; 'uizás + subjunctive; me parece que + indicative; me gusta + infinitive/ noun; me gusta que + indicative/ subjunctive'.
 - The use of the future to express requirements.
- **Vocabulary:**
 - Vocabulary linked to procedures to participate in professional or academic programs: application, general terms, selection process, meet the requirements, deadlines, effect.
 - Verbs related to artistic expressiveness: 'retratar, narrar, relatar, expresar, reflejar, representar, transmitir, evidenciar, mostrar, dar a entender'.
- **Intonation and pronunciation:**
 - Distinction of pronunciation for the person 'yo' with verbs ending in -ar between the '**pretérito indefinido**' and the future: 'solicité - solicitaré; mostré - mostraré'.

Session 9 (4 hours)

Specific objective: defining people and actions which meet the criteria for callings, tenderings and vacancies.

- **Communicative resources:**
 - Requesting characteristics in hypothetical people.
 - Requesting that hypothetical people have done determined things to apply for a call or a vacancy.
 - Describing the criteria for a vacancy, a calling or a tendering.
- **Grammar contents:**
 - Contrast between the use of present subjunctive and present perfect subjunctive.
 - Relative constructions: 'quienes, aquellos/ as, que, todo aquel que, el/ los/ la/ las que'.
 - Uses of the indefinite adjective 'cualquier' and the indefinite pronoun 'cualquiera'.



- **Vocabulary:**
 - Some regular and irregular participles: ‘participado, nacido, hecho, impreso, compuesto’.
 - Vocabulary about callings: professional, academic and artistic.
- **Intonation and pronunciation:**
 - Different pronunciation between ‘qu’ and ‘cu’; ‘cualquiera, cual, que’.

Session 10 (4 hours)

Specific objective: describing vacancies, callings or tendering which we have applied for.

- **Communicative resources:**
 - Expressing requirements which the candidate must have completed in the past and the ones that have to be accomplished in the future.
 - Expressing recommendations to meet the criteria of callings or to participate in institutional applications.
- **Grammar contents:**
- Compound infinitive form: ‘haber + participle’.
 - Contrast between the use of infinitives (simple and compound).
 - Structures of obligation: ‘hay que + simple or compound infinitive; tener que + simple or compound infinitive; deber + simple or compound infinitive; es necesario/ indispensable/ recomendable/ obligatorio/ deseable + simple or compound infinitive’.
- **Vocabulary:**
 - Active verbs and reflexive mode for the compound infinitive: ‘**haber** estudiado, **haber** hecho, **haberse** graduado, **haberse** beneficiado’.
 - Vocabulary linked to callings: castings, exams, state exams, grants, subsidies, tenderings, admissions, egresses, ‘ir dirigido a, puedes participar quienes, se aceptan solicitudes de’.
- **Intonation and pronunciation:**
- Pronunciation of diphthongs or monophthongs: ‘haber hecho, haber estado, haber amodo; haberse echado; haberse escondido, haberse enojado’.

WRITING AND READING EXAM.



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