



SPANISH AS A FOREIGN LANGUAGE PROGRAM (ELE)  
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Edited by: Puerta Real al Español

E-mail: [info@academiapuertareal.es](mailto:info@academiapuertareal.es)  
[uned@academiapuertareal.es](mailto:uned@academiapuertareal.es) y  
[ele@academiapuertareal.es](mailto:ele@academiapuertareal.es)  
Web: [www.ele.academia-granada.es](http://www.ele.academia-granada.es)

Direction and coordination: Jonathan Contreras Bustos  
ELE Academic Coordination: Rebeca Ferreiro González.

Pedagogical design: Rebeca Ferreiro González  
Reviewers: Judith Rebollo San Juan y Pilar Magdalena Martínez Moya  
Design: Luis Chacón de Vicente  
Layout: Roberto Bustos Dotor



## SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE)

### Module 6 (B1.2)

**40 hours.**

**Materials:**

- Puerta Real platform.
- Aula Internacional Plus 3 (units 5 to 8).

Our courses according to CEFR	
CEFR	Levels
A1	Module 1 (A1.1)
	Module 2 (A1.2)
A2	Module 3 (A2.1)
	Module 4 (A2.2)
FUNDAMENTALS A1-A2 (one module)	
B1	Module 5 (B1.1)
	Module 6 (B1.2)
	Module 7 (B1.3)
B2	Module 8 (B2.1)
	Module 9 (B2.2)
	Module 10 (B2.3)
	Module 11 (B2.4)
C1	Module 12 (C1.1)
	Module 13 (C1.2)
	Module 14 (C1.3)

**General objectives:**

- a) The student will have simple linguistic structures and numerous learned formulas to communicate in social and cultural contexts of the wide Spanish-speaking world.
- b) The student will be able to interact in a standard register of the host culture, albeit with some errors.
- c) The students will interact with flexibility in some communicative situations in their immediate context and in distant environments.

**Evaluation 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	25%	



## Session 1 (4 hours)

**Specific objective:** to formulate emphatic suggestions and recommendations.

- **Communicative resources:**
  - Analyse advertising slogans.
  - Offering emphatic recommendations on topics of social interest (ecology, media, etc.)
- **Grammar content:**
  - Conjugation of the regular imperative in affirmation and negation for the persons 'tú' and 'usted'.
  - Some verbs in the irregular imperative.
  - Functioning of OD and OI pronouns with the imperative.
- **Vocabulary:**
  - Advertising vocabulary: professionals and companies; types of advertising and elements of advertising; advertising verbs and adjectives; anglicisms for advertising.
- **Intonation and pronunciation:**
  - Grave emphasis of the imperative (in affirmation and negation): **come**, **no comas**, **coma**, **no coma**, **canta**, **no cantes**, **cante**, **no cante**, etc.

## Session 2 (4 hours)

**Specific objective:** to articulate social demands.

- **Communicative resources:**
  - Discuss social problems in Spain and other countries.
  - Make requests and claims for rights.
  - To claim social causes.
- **Grammar content:**
  - Structure of a formal letter or request: greeting, statement of the problem, statement of consequences, proposed solutions, farewell.
  - Debería/n + infinitive; tendrían que + infinitive.
  - Querer/ necesitar/ exigir/ luchar por/ protestar por + infinitive/ noun.
- **Vocabulary:**
  - Vocabulary about concepts of administrative and social life.



- **Intonation and pronunciation:**
  - Emphasis on the hiatus of the conditional conjugation: *debería*, *tendría*, etc.

## Session 3 (4 hours)

**Specific objective:** expressing wishes about the near future.

- **Communicative resources:**
  - Making dialogues about social problems in Spain and other countries.
  - Expressing wishes about social causes.
- **Grammar contents:**
  - Introduction to regular conjugation and the present tense subjunctive.
  - Frequent use of the present tense subjunctive.
- **Vocabulary:**
  - Vocabulary about social activism.
- **Intonation and pronunciation:**
  - Emphasis and pronunciation of the final vowel of subjunctive: ‘que hables’, ‘que bebas’, ‘que subas’.

## Session 4 (4 hours)

**Specific objective:** make requests on personal and/or social matters.

- **Communicative resources:**
  - Expressing demands for social causes or neighbours.
  - Discuss personal and social agreements or disagreements.
- **Grammar contents:**
  - Introduction to irregular conjugations of the present tense 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:**
  - o Pronunciation of vowels in some irregular verbs in the present tense of subjunctive: 'cerrar → que cierre'; 'poder → que pueda'; 'pedir → que pida'.

### Session 5 (4 hours)

**Specific objective:** expressing habits and possibilities for the future.

- **Communicative resources:**
  - o Telling habits or daily realities.
  - o Talking about possibilities for the future.
- **Grammar contents:**
  - o Cuando' + present indicative/ present subjunctive.
- **Vocabulary :**
  - o Routine verbs: desayunar, trabajar, ir, asistir, estudiar, visitar, comer, dormir, etc.
- **Intonation and pronunciation:**
  - o Difference in the pronunciation of the vowel in the indicative and subjunctive: : cuando vengo → cuando venga; cuando puedes → cuando puedas; → cuando terminamos → cuando terminemos, etc.

### AUDITORY - ORAL PROJECT.

### Session 6 (4 hours)

**Specific objective:** communicating invitations and descriptions from the speaker to the listener effectively.

- **Communicative resources:**
  - o Expressing formal and informal messages according to the transmission channel.
  - o Clearly conveying descriptions as an intermediary.
- **Grammar contents:**
  - o Indirect speech: change of pronouns
  - o Indirect speech: change of verbs (from present tenses to different past tenses, in indicative and subjunctive; from the past tense to past perfect tenses).



- **Vocabulary :**
  - Medias, social media and types of messages.
  - Abbreviations for written communication.
- **Intonation and pronunciation:**
  - Emphasis in the pronouns and the verbs used in the indirect discourse: **te espero** (dijo que **me esperaba**).

## Session 7 (4 hours)

**Specific objective:** communicating plans, invitations and orders from the speaker to the listener effectively.

- **Communicative resources:**
  - Talking about the use of social media.
  - Convey plans and orders as an intermediary with clarity.
- **Grammar contents:**
  - Indirect speech: verbs changes (from future to conditional; from imperative to subjunctive imperfect).
  - Change in pronoun placement for orders.
  - Indirect speech: ‘preguntar + si’; ‘preguntar + qué/ cuál/ cómo/ dónde/ por qué/ para qué’; ‘decir + que’.
- **Vocabulary:**
  - Virtual communication vocabulary: arroba, punto com, Facebook, X, TikTok, etc.
  - Verbs for online interactions: googlear, chatear, ghostear, funear, estalkear, etc.
- **Intonation and pronunciation:**
  - Distinctive emphasis between ‘que’ - ‘qué’ and ‘si’ - ‘sí’.



## Session 8 (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 9 (4 hours)

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

- **Communicative resources:**
  - Expressing travel experiences.
  - Express reason and consequence in travel plans.
- **Grammar contents:**
  - Conjugation and use of 'pretérito pluscuamperfecto' (past perfect): 'había/s/mos/n' + participe.
  - Narrative expressions (emotional reactions): '¡qué' + noun!'; '¿y qué hiciste/ qué pasó?'; '¡menos mal!'; 'ya, claro/ por supuesto'; '¿no?'
- **Vocabulary:**
  - Some cause and consequence linkers: 'porque, así que, como, entonces'.
  - Travel vocabulary (objects, destinations, actions).



- **Intonation and pronunciation:**
  - Intonation in narrative expressions.

### Session 10 (4 hours)

**Specific objective:** telling travelling stories.

- **Communicative resources:**
  - Expressing travel experiences.
  - Describing the order of events, actions or situations that happened in the past.
- **Grammar contents:**
  - Contrast between 'pretérito indefinido' and 'pretérito pluscuamperfecto' (past simple and past perfect).
  - Time markers for the 'pretérito indefinido' and 'pretérito pluscuamperfecto'.
- **Vocabulary:**
  - Time markers for the past: 'el otro día, un día/ noche, hace unos meses, aquella mañana/ tarde/ noche'.
- **Intonation and pronunciation:**
  - Intonation in explanatory expressions (emphasis on temporal markers).

## WRITING AND READING EXAM.

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