



SPANISH AS A FOREIGN LANGUAGE PROGRAM (ELE)
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SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE)

Module 7 (B1.3)

40 hours.

Materials:

- Puerta Real platform.
- Aula Internacional Plus 3 (units 9 to 12).

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 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).

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: 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 2 (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.



Session 3 (4 hours)

Specific objective: describing and evaluating objects and places.

- **Communicative resources:**
 - Identifying characteristics of objects and places.
 - Giving detailed descriptions of objects and places.
- **Grammar contents:**
 - Sentences with parentheses expressed with commas (,).
 - Identifying sentences (with relative pronouns): ‘**el que, los que, la que, los que, *lo que**’.
 - Descriptive sentences (with relative pronouns and prepositions): ‘**con el que, a la que, de los que, por las que**’.
- **Vocabulary:**
 - Personal use objects (clothes and accessories).
- **Intonation and pronunciation:**
 - Intonation of sentences with parentheses (,).

Session 4 (4 hours)

Specific objective: evaluating objects and places and giving opinions about them.

- **Communicative resources :**
 - Expressing opinions about objects and places.
 - Identifying specific characteristics of places and objects.
- **Grammar contents :**
 - 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.
 - More structures to express opinion: **A mí, lo/ eso/ esto de** + noun/ infinitive + me parece + adjective/ adverb; **A mí, lo que** + me parece + adjective/ adverb + es...
- **Vocabulary :**
 - Adjectives and adverbs to describe and evaluate 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 5 (4 hours)

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

- **Communicative resources:**
 - o Describing how personal objects and properties work.
 - o Expressing surprise, like or dislike when talking about an object's characteristics, places situations.
- **Grammar contents:**
 - o Different functions of the indicative and subjunctive modes in relative sentences ('que venga/ que viene').
 - o Superlative endings: -ísimo/ os/ a/ as.
- **Vocabulary :**
 - o Furniture, houses and characteristics.
- **Intonation and pronunciation:**
 - o Emotional emphasis in the superlative forms: ¡grandísimo!, ¡bellísimas! Etc.

AUDITORY-ORAL PROJECT.

Session 6 (4 hours)

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

- **Communicative resources:**
 - o Expressing evaluations on the environment.
 - o Expressing normative judgements or opinions about social interest topics.
- **Grammar contents:**
 - o Normative expressions with infinitive vs factual expressions with subjunctive: 'es lógico prohibir el maltrato animal' vs. 'Es lógico que prohíban las corridas de toros'.
 - o Exclamatory sentence structure: '¡Qué + noun+ 'tan/ más' + adjective!
- **Vocabulary:**
 - o Verbs and adjectives about sustainability and environment.
 - o Adjectives and expressions to show evidence: claro, indiscutible, lógico, normal, evidente, impostergable, innegable, etc.
- **Intonation and pronunciation:**
 - o Emphasis intonation in exclamatory sentences: ¡Qué iniciativa tan /más innovadora!



Session 7 (4 hours)

Specific objective: give opinions in sociopolitical contexts.

- **Communicative resources:**
 - Give a strong opinion on the social environment.
 - Expressing subtle opinions about extreme situations.
- **Grammar contents:**
 - Verbs or expressions of thought/opinion with indicative and subjunctive: pensar, creer, considerar, ser verdad, ser falso, etc. Example: es verdad que tiene un PIB alto/ no es verdad que tenga un PIB alto.
 - Conjugation and uses of the conditional: sería bueno un PBI mayor/ podríamos mejorar las condiciones económicas de nuestro país, etc.
- **Vocabulary:**
 - Thinking and opinion verbs: pensar, creer, imaginar, recordar, acordarse de, olvidarse de, etc.
 - Vocabulary about extreme social situations: desigualdad, violencia, injusticia, problemas sociales, retos políticos, resistencia social, etc.
- **Intonation and pronunciation:**
 - The accent in the conditional conjugation: podría, invitaría, haría, etc.

Session 8 (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.
- **Vocabulary :**
 - Vocabulary about perceptions or paranormal events.
 - Vocabulary to talk about theories.
- **Intonation and pronunciation:**
 - Emphasis in vowel differences between indicative and subjunctive: 'come, que coma; piensa, que piense'.



Session 9 (4 hours)

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

- **Communicative resources:**
 - Expressing conjectures in the present tense.
 - Expressing conjectures in the past tense.
- **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 + participe') to make conjectures about the past.
- **Vocabulary:**
 - Vocabulary about universal history: países, épocas, modas, eventos y personajes famosos.
- **Intonation and pronunciation:**
 - Accent in the future perfect: habré terminado, habrás hecho, habrán tenido, etc.

Session 10 (4 hours)

Specific objective: expressing trust or mistrust.

- **Communicative resources:**
 - Describing our own personality according to the level of trust in social interactions.
- **Grammar contents:**
 - 'Creer **en**' + personal pronoun/ noun/ infinitive; creer en mí/ creer en la vida/ creer en seguir adelante, etc.
 - **Creer** que + sentence (in indicative or subjunctive). Example: creo que **podemos** empezar inmediatamente/ no creo que **podamos** empezar inmediatamente, etc.
 - Me/ te/ se/ nos/ os/ **se lo** + creer. Example: **me lo** creo; **se lo** cree, etc.
- **Vocabulary :**
 - The verb 'creer: creer, creerse, creer en'.
 - Adjectives to describe someone's level of trust: segura/o, indeciso/a, inamovible, inmutable, persistente, dudosa/o, enfocada/o, etc.
- **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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