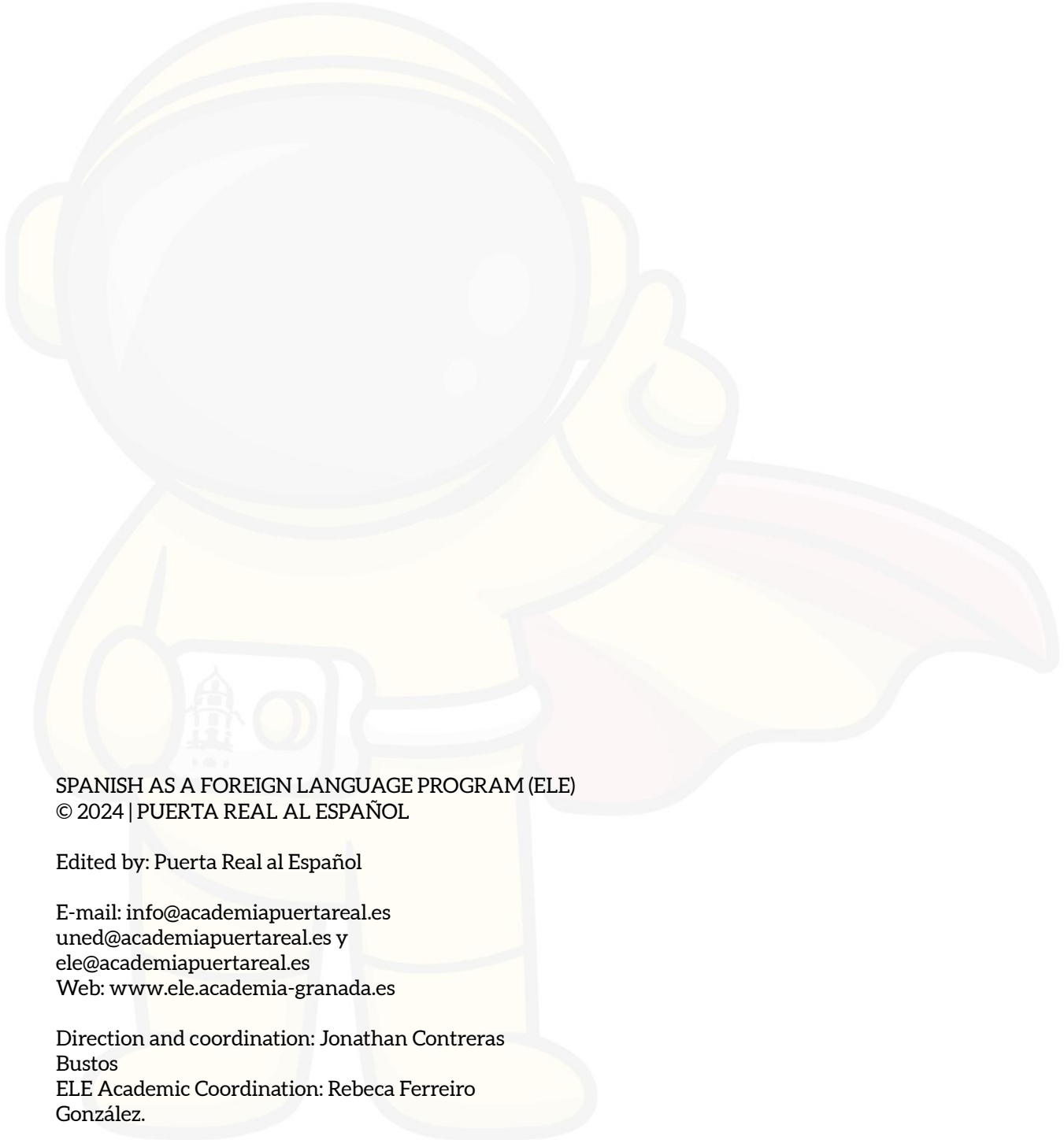




SPANISH AS A FOREIGN LANGUAGE PROGRAM (ELE)
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SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE)

Module 8 (B2.1)

40 hours.

Materials:

- Puerta Real platform.
- Aula Internacional Plus 4 (units 1 to 3).

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:

- The student will be able to have simple conversations in immediate and familiar contexts.
- The discourse will be understandable, although pauses to plan the interaction and to select the vocabulary or grammar are normal.
- The student will show reasonable control over simple linguistic structures, but there will be some vocabulary or grammar imperfections.

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 aim: describing our interaction with mass media.

- **Communicative resources:**
 - Expressing mass media and social media consumption habits.
 - Making dialogues about the content of the news in different channels.
- **Grammar contents:**
 - Use of the present indicative to show talk about present habits.
 - Descriptive structure: 'se trata de' + noun + 'que' + clause/ '¿de qué se trata?'
- **Vocabulary:**
 - Media vocabulary: 'noticias, podcast, blogs'.
 - Nouns and verbs for headlines: 'el aumento (aumentar), la caída (caer)'.
 - The 6 questions of journalism: 'qué, quién, dónde, cuándo, cómo, por qué'.
- **Intonation and pronunciation**
 - Emphasis when reading news headlines.

Session 2 (4 hours)

Specific aim: expressing memories about emotions and events linked to social media.

- **Communicative resources:**
 - Identifying narrative structures of journalism.
 - Contrasting ways of expressing the past according to the happening or the time lapse.
- **Grammar contents:**
 - Uses and differences between pasts: 'pretérito indefinido, pretérito imperfecto, pretérito perfecto y pretérito pluscuamperfecto'.
 - Referential expressions: 'lo de/ l / la/ los/ las' + noun; 'lo que' + conjugated verb.
- **Vocabulary:**
 - Social media: nouns and verbs.
 - Expressions to continue a conversation: '¿en serio?, ¿de verdad?, ¡qué dices!, que sí, en serio, de verdad'.
- **Intonation and pronunciation**
 - Double sound of 'y': construir y construyó.

Session 3 (4 hours)

Specific aim: telling historical events with a journalist style.

- **Communicative resources:**
 - Expressing historical events with emphasis in the actions.
 - Conveying the information given by other speakers.
- **Grammar contents:**
 - The passive voice with the verb 'ser' (to be) in the past, present and future: 'ser' + participle.
 - The impersonal conjugation of the third person plural: 'la vieron, lo contactaron'.



- **Vocabulary:**
 - Journalistic information verbs: ‘confesar, decir, admitir, recordar, insistir’.
 - Vocabulary related to historical and political events.
- **Intonation and pronunciation**
 - Intonation in diphthongs and linking words because of the vowels: ‘ fue inaugurado, han sido automatizados’.

Session 4 (4 hours)

Specific aim: giving and evaluating the speakers’ opinions.

- **Communicative resources:**
 - Giving opinions about tourism.
 - Summarizing a person’s ideas to tell them to another person.
 - Contrasting ideas and offering arguments to be for or against them.
- **Grammar contents:**
 - Opinion structures: ‘para mí es’ + evaluative adjective; ‘a mí me gusta...; yo prefiero’ + noun/ infinitive.
 - Structures to support or contradict an argument: ‘es cierto que’ + clause; ‘pues yo no creo que’ + clause; ‘pues a mí no me parece así, pues’ + clause.
- **Vocabulary:**
 - Verbs to evaluate the speakers’ ideas: ‘ayudar, contribuir, hacer que, repercutir, contribuir, atribuir’.
 - Expressions to describe touristic activities: ‘masificar, fomentar la cultura, activar la economía, mantener las tradiciones, aumentar los precios mejorar/ empeorar la calidad de vida, gentrificar’.
- **Intonation and pronunciation:**
 - Intonation of open (a, e, o) and closed (i, u) vowels.

Session 5 (4 hours)

Specific aim: reinforcing the listening comprehension and the oral expression and interaction.

CONVERSATION CLUB:

Friendship and romance intercultural relationships.

- a) Points of view.
- b) Telling past experiences related to the topic.
- c) Classify the opinions in three groups: for, against, not sure.
- d) Justifying our own opinions and replying to other people’s arguments.
- e) Giving a summary of the ideas expressed in class and a conclusion for the topic.

AUDITORY-ORAL PROJECT.



Session 6 (4 hours)

Specific aim: organizing ideas in a text to explain an argument.

- **Communicative resources:**
 - Writing a coherent argumentative text.
 - Expressing agreement or disagreement with the speakers' arguments.
- **Grammar contents:**
 - Structures to introduce, amplify, summarize and conclude information: 'en primer lugar, además, en fin, en resumen'.
 - More structures to support or debate an argument: 'yo veo/ no veo que + sentence in indicative/ subjunctive; no está/ está claro que + sentence in subjunctive/ indicative; es absurdo/ me parece genial que + sentence in subjunctive'.
- **Vocabulary:**
 - Linkers to organize the discourse.
 - Expressions to imply agreement or disagreement.
- **Intonation and pronunciation:**
 - Intonation of the comma in linkers of organisation: 'por un lado,... además,... en resumen'.

Session 7 (4 hours)

Specific aim: discussing different perspectives to negotiate and agreement.

- **Communicative resources:**
 - Asking for and giving an opinion.
 - Expressing our own proposal and supporting or rejecting other people's ones.
- **Grammar contents:**
 - Structures to give opinions and proposals.
 - Conditional linkers with subjunctive: 'a condición de que, siempre que, siempre y cuando, con la condición de que, a no ser que'.
 - Conditional linkers with indicative: 'si, sólo/ únicamente si, incluso si'.
- **Vocabulary:**
 - Expressions to ask for and give an opinion: '¿cómo lo ves? ¿estamos de acuerdo?; bueno, a ver..., pues,..., perdona, una cosa respecto a lo que acabas de decir'.
 - Expressions to make, support or reject a proposal: 'tenemos dos opciones..., yo apoyo vuestra propuesta..., bueno, no me parece; bueno, yo no lo veo bien'.
- **Intonation and pronunciation**
 - Inflexions in the pronunciation for the **exchange of turns** in a discussion (ask for turn, take the turn, give the floor, change turns).



Session 8 (4 hours)

Specific aim: describing and giving opinions about particular activities which are possible to carry out.

- **Communicative resources:**
 - Talking about costumes and particular traditions.
 - Expressing opinions about risky sports.
 - Expressing like or dislike with activities.
- **Grammar contents:**
 - Lo que + conditional + es + infinitive.
 - Comparative opinions: para mí, es **más** + evaluative adjective + noun + **que** + noun.
 - Conditionals to express possibility: 'lo haría o no lo haría'.
- **Vocabulary:**
 - Risky sport nouns.
 - Categorical expressions: 'ni aunque me pagaran, de ninguna manera, tengo pánico a..., por supuesto que sí, de mil amores, con (mucho) gusto lo haría.'
 - Expressions to describe new activities: 'consiste en..., se considera/ está considerada como..., se practica en/ con..., existe desde..., se popularizó en...'
- **Intonation and pronunciation**
 - Emphasis in categorical expressions: 'por supuesto que **sí**, de **ninguna** manera'.

Session 9 (4 hours)

Specific aim: reacting to new information and proposing imaginary situations.

- **Communicative resources:**
 - Showing lack of knowledge towards new information.
 - Talking about history and traditions.
 - Expressing possibility.
- **Grammar contents:**
 - '(Yo) no sabía que' + imperfect indicative/ past perfect indicative/ impersonal expression 'hay'.
 - Difference between 'estar' and 'haber' in impersonal form to show presence: 'estaban José y Alejandra/ había dos personas'.
 - Distinction between some uses of the present indicative and conditional.
- **Vocabulary:**
 - Vocabulary about archeological sites.
 - More risky sports nouns.
 - Negative expressions with 'tampoco': 'yo tampoco sabía, tampoco conocía, a mí tampoco'.
- **Intonation and pronunciation**
 - Distinction between sounds in the imperfect and conditional (with verbs ending in -er, -ir in their infinitive form): seguía - seguiría, quería - querría, podía - podría, vivía - viviría.



Session 10 (4 hours)

Specific aim: suggesting or giving advice for difficult situations and reacting to hypothetical situations.

- **Communicative resources:**
 - Expressing fears and phobias.
 - Giving advice or suggesting with different levels of emphasis.
 - Describing hypothetical reactions to imaginary situations.
- **Grammar contents:**
 - Structures without conditional to offer advice and suggestions: '¿Has pensado en' + infinitive?', 'te sugiero/ te aconsejo/ te recomiendo que' + present subjunctive, '¿Por qué no' + present subjunctive?
 - Structures with conditional to offer advice and suggestions: 'deberías' + infinitive, 'podrías' + infinitive, 'yo' + conditional, 'yo que tú' + conditional, 'si yo **estuviera** en tu lugar' + conditional.
 - Introduction to conjugation of imperfect subjunctive.
- **Vocabulary:**
 - Nouns and verbs related to phobia: 'sentir ansiedad, entrar en pánico, tener miedo a/ de, pasarlo mal/ fatal'.
 - Fear expressions: 'tener/ perder el/ superar el/ lidiar con el/ vivir con + miedo' (adjective: 'irracional, enorme').
 - Verbs to give advice: 'aconsejar, sugerir, recomendar'.
- **Intonation and pronunciation:**
 - Grave accent when conjugating the imperfect of subjunctive (except in 'nosotros'): 'tuviera, llevaras, robaran, quisiéramos'.

WRITING AND READING EXAM.

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