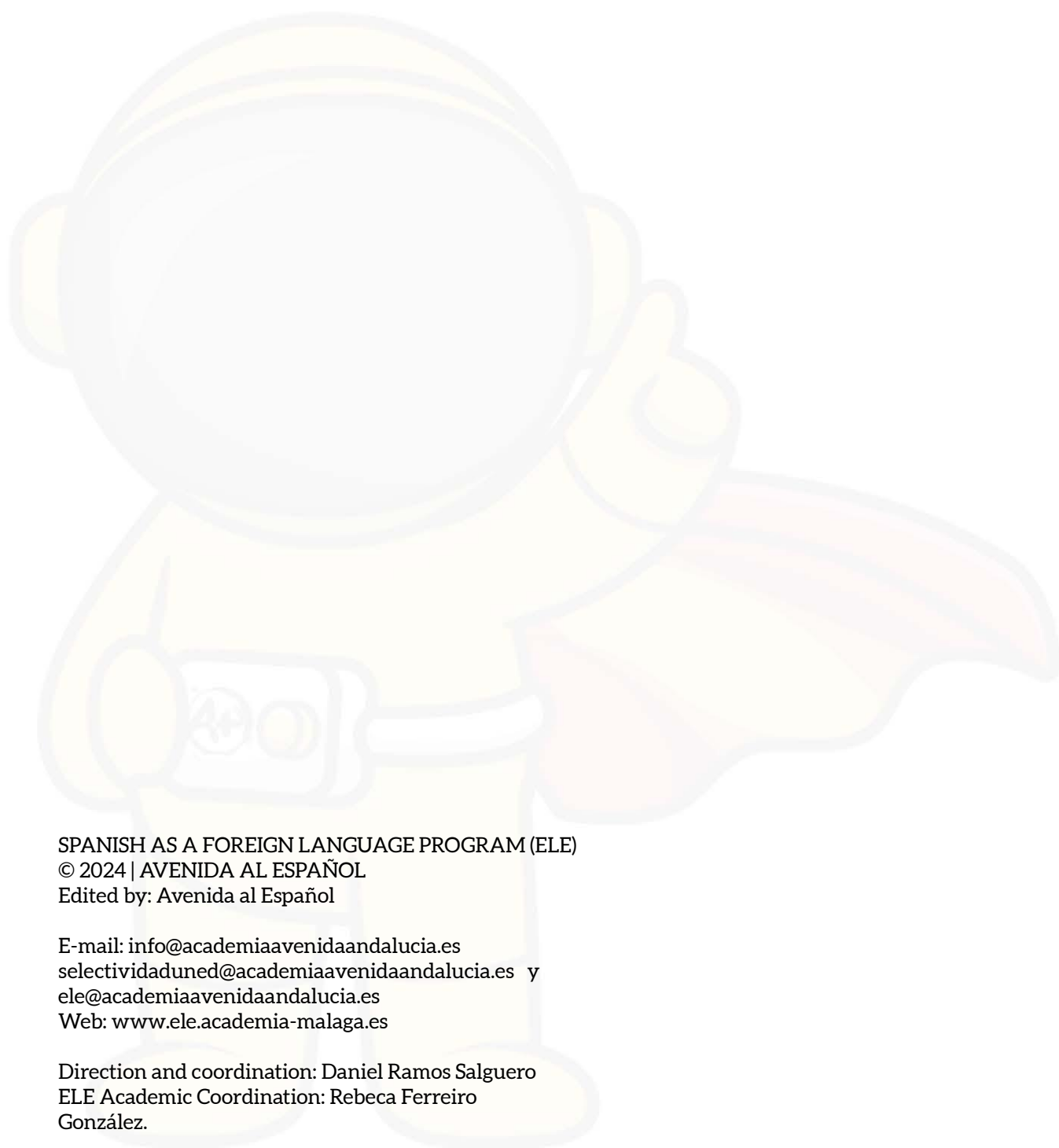




SPANISH AS A FOREIGN LANGUAGE PROGRAM (ELE)
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SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE)

Module 5 (B1.1)

40 hours.

Materials:

- Avenida al Español platform.
- Aula Internacional Plus 3 (units 1 to 4).

General objectives:

- The student will be provided with simple linguistic structures and a number of expressions to communicate in social and cultural contexts from the Spanish speaker world, with emphasis in the immediate context.
- The student will interact in a standard register of the foreign culture.
- The student will deal with flexibility in different communicative situations in an immediate context but also 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%	

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)



Session 1 (4 hours)

Specific objective: describing rules and codes in collective interactions.

- **Communicative resources:**
 - Telling the difference between cultural codes.
 - Reacting with surprise to events.
- **Grammar contents:**
 - Use of the present indicative to express costumes.
 - Expressing habits: 'soler' + infinitive.
 - Expressions in the passive voice to react emotionally: 'me choca/ me sorprende/ me parece raro' + infinitive.
- **Vocabulary:**
 - Vocabulary about family traditions.
 - Vocabulary about friends and habits.
- **Intonation and pronunciation:**
 - Emphasis in the pronunciation of nouns and the endings of the passive voice: 'me choca, me parece'.

Session 2 (4 hours)

Specific objective: Expressing permission and obligation.

- **Communicative resources:**
 - Talking about behaviour rules in collective spaces.
 - Describing what is permitted in a particular context.
- **Grammar contents**
 - Obligation expressions with 'ser' and 'estar': está + past participle (prohibier/permitir) / Es + adjective
- **Vocabulary:**
 - Vocabulary in the working environment.
 - Adjectives for obligation and permission.
- **Intonation and pronunciation:**
 - Emphasis in the pronunciation of the regular past participle endings (difference between vowel or consonant emphasis in the different regions in Spain or Latin America): -ado, -ido, or -ao, -ío: prohibido/prohibío, etc.



Session 3 (4 hours)

Specific objective: expressing and exchanging opinions about people, objects or places.

- **Communicative resources:**
 - Counting people / objects / places.
 - Expressing standardised opinions.
- **Grammar contents:**
 - Quantifiers: 'todo el mundo'; 'todas las/ todos los' + noun; ('casi') 'nadie'; 'en ningún/ en ninguna' + place; 'en la mayoría'.
 - Standardising expressions: 'lo habitual/ lo raro/ lo normal es' + infinitive.
- **Vocabulary:**
 - Common activities for special events.
 - Quantifiers.
- **Intonation and pronunciation:**
 - Acute emphasis in words ending in consonant (except 'n' or 's'): 'normal, habitual, cuantificar, conversar, obligatoriedad'.

Session 4 (4hours)

Specific objective: talking about changes processes in the world.

- **Communicative resources:**
 - Talking about rules and habits in different historical ages.
 - Expressing changes and processes.
- **Grammar contents:**
 - Introduction to some verbal periphrases with 'a': volver a/ empezar a/ comenzar a + infinitive.
 - Some verbal periphrases with 'de':dejar de / acabar de / terminar de + inifnitive.
- **Vocabulary:**
 - Nouns to talk about changes.
 - Stages in life (childhood, youth, old age)
 - Historical ages
- **Intonation and pronunciation:**
 - Vowel link vs. consonantal hiatus in periphrases: (volver + a = volver a caminar / dejar – de hablar).



Session 5 (4 hours)

Specific objective: describing stages and personal or working changing actions.

- **Communicative resources:**
 - Expressing changes in personal or working life.
 - Questioning the possibility of changes or permanence.
- **Grammar contents:**
 - Some verbal periphrases: 'Llevar'/ 'seguir' + gerund; 'llevar'/ 'seguir' + 'sin' + infinitive.
 - Some time markers: 'desde'/ 'desde que'/ 'desde hace'.
- **Vocabulary:**
 - Working and personal activities.
 - Greetings and farewells in formal letters and emails.
 - Vocabulary about periods and careers.
- **Intonation and pronunciation:**
 - Verbs with or without preposition: 'llevar', 'seguir'; 'volver a', 'empezar a'; 'terminar de', 'dejar de'.

AUDITORY-ORAL PROJECT.

Session 6 (4 hours)

Specific objective: expressing certainty about the future.

- **Communicative resources:**
 - Expressing certain thoughts about the future.
 - Expressing beliefs.
- **Grammar contents:**
 - Thinking expressions: 'creo que'/ 'pienso que' + future indicative.
 - Some probability expressions: 'estoy seguro/a', 'probablemente'.
- **Vocabulary:**
 - Word changing (verb → noun) for the future: 'extinguirse, la extinción'/ 'aparecer, la desaparición'.
- **Intonation and pronunciation:**
 - Emphasis and pauses in expressions of certainty 'seguro que', 'claro que', 'por supuesto que'.



Session 7 (4 hours)

Specific objective: expressing hypothesis about the future.

- **Communicative resources:**
 - Predicting hypothetical scenarios in a distant future.
 - Expressing future probabilities.
- **Grammar contents:**
 - Introduction to regular and irregular conjugations in the future indicative
 - Time markers for the future: 'cada vez más'/ 'cada vez menos'/ 'poco a poco'/ 'paulatinamente' + future indicative
- **Vocabulary:**
 - Future challenges about health, social coexistence and ecology
- **Intonation and pronunciation:**
 - Sound 'r' between vowels: 'hablaré', 'hablarás', 'hablaremos'.

Session 8 (4 hours)

Specific objective: describing conditions about possible future events.

- **Communicative resources:**
 - Expressing probability.
 - Advices.
- **Grammar contents:**
 - More irregular conjugations in the future indicative.
 - 'Si' (if) + present indicative + future indicative.
 - 'More probability expressions: 'supongo que...', 'seguramente', 'seguro que'...
 - More time markers for the future: 'este año'/ 'mes'/ 'siglo' + future; 'dentro de' + quantity of time + future; 'el día'/ 'mes'/ 'año' + 'que viene'/ 'próximo' + future.
- **Vocabulary:**
 - Scientific fields and future jobs.
 - Objects and actions linked to a technological future.
- **Intonation and pronunciation:**
 - Stressed syllable.



Session 9 (4 hours)

Specific objective: telling stories with a narrative sense.

- **Communicative resources:**
 - Expressing likes about film genres.
 - Telling the plot of films or novels in different nationalities.
- **Grammar contents:**
 - Some connective words to express reason: 'por', 'porque', 'como'.
 - Some connective words to express contrast: 'pero, aunque, sin embargo'.
 - Some Direct Object and Indirect Object pronouns.
- **Vocabulary:**
 - Vocabulary to tell the plot of a film or novel: 'se trata de', 'va de', 'es un/a', 'la película/serie/ novela cuenta la vida/ la historia de', 'está ambientada en', 'salen + actors/actresses' names', 'se ve' + person/ object/ place, 'aparece'.
 - Vocabulary about cinema, literature and pop culture.
 - Film and literature genres.
- **Intonation and pronunciation:**
 - Emphasis of the comma (,) in adversative links.

Session 10 (4 hours)

Specific objective: telling jokes or funny stories with a comical intention, as well as advertisements.

- **Communicative resources:**
 - Telling jokes to emphasize cultural differences and to express stereotypes.
 - Telling messages seen or heard in advertisements.
- **Grammar contents:**
 - Some narrative linkers: 'y', 'entonces', 'en ese momento', 'es ahí que', 'de pronto', 'de repente', 'al final'.
 - Structures to express opinions: 'Es/ 'me parece/ 'a mí me parece' + opinion adjective; 'Está + bien/ mal que'...



– **Vocabulary:**

- Talking verbs: 'contar', 'narrar', 'cotillear/ chismear'.
- Vocabulary to tell a joke: 'Un día...', 'había' + main character, 'estaban' + people/ animals, 'de pronto', 'de repente' ... 'y en eso', '(le) dice/ pregunta/ responde', 'va y (le) dice/ pregunta/ responde'.
- Opinion adjectives to express emotions: 'impactante', 'divertido/a', 'efectiva/o'.

– **Intonation and pronunciation:**

- Emphasis in expressing opinions: '**me** parece', '**a mí** me parece', 'está **bien**', 'está **mal**'.

READING AND WRITING EXAM.

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