SYLLABUS FOR SPANISH AS A FOREIGN LANGUAGE (ELE)

ALBA AL ESPAÑOL

siele | ACADEMIA ALBA
CENTRO DE EXAMEN AUTORIZADO SIELE
Nº 31439

AENOR
GESTIÓN DE LA CALIDAD
ISO 9001

CURRICULUM PLAN FOR SPANISH AS A FOREIGN LANGUAGE (ELE)
© 2023 (updated 2025)| ALBA AL ESPAÑOL

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1. Presentation

Through this ELE Curriculum Plan, **Alba al Español** (belonging to Academia Alba) sets out the elements that make up its academic identity and seeks to explain the training itineraries proposed so that students can achieve their learning objectives. The academic planning set out in this document responds, on the one hand, to **a global need** for professionalisation in the teaching-learning processes of ELE, as well as the standardisation of knowledge, tools and methodologies, taking the Common European Framework of Reference for Languages (CEFR) as a reference model. On the other hand, it is a response to the specific **characteristics of the geographical and socio-cultural contex**t which gives specificity to our educational centre and whose training needs are reflected in our academic offer.

Therefore, our main **goal** is creating a cutting-edge education. We are a private learning centre committed to the learning excellence, where students are the core of the teaching-learning process. We foster a learning atmosphere which guarantees diversity, fosters inclusion and embraces innovation to ensure that every student gets their highest academic potential through an enriching and memorable experience during their stay with us, by creating memories and competent skills. For this reason, our team is intercultural, pan-Hispanic and fully prepared (either due to their training or their extensive experience) to achieve the cutting-edge education that we have been aiming for since the foundation of the academy in 2012 and since the first Spanish courses for foreigners taught at our school in 2013.

Alba al Español is located in the heart of Murcia, in the Autonomous Community of the same name in southern Spain. Thanks to its geographical location, its historical relationship with Arab cultures and the current context of Spanish Cooperation for regional integration, our centre responds to a wide demand for training in the area of ELE by **Arabic speakers** who take the Selectividad exams in Spain, who are looking to enter the Spanish-speaking labour market or who wish to continue their academic training in universities in the wider Hispanic world, especially in Spain. However, our ELE programme also **includes students from different cultures and nationalities.**

The centre is equipped with the necessary equipment for the academic and administrative functions that allow the optimal development of our curriculum. Thus, in addition to proclaiming a commitment to educational quality, diversity, inclusion and innovation, it has also implemented procedures and practices that comply with international quality standards, through a management system that seeks customer satisfaction and continuous improvement. For that reason, the academy is certified by the **ISO 9001:2015** law, through **AENOR** and thanks to complying with the management standards establishes at an international level and whose audit has been carried out by a prestigious entity. More details about our Quality Management System are listed in the **Manual of Administrative Processes** of our institution.

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Alba al Español is a non-formal learning centre which offers:

- ELE courses.
- Support lessons for ESO and Bachillerato students.
- Selectividad.
- Selectividad UNED for foreigner students.
- Access to university +25/45.
- Access to training courses.
- English lessons (premium Cambridge preparation centre)
- French lessons

The organisation carries out its activities at its premises in:

Libertad Avenue 9, second floor 30009 Murcia.

The contact details of Alba al Español are:

Email: info@academiaalba.es

Selectividad for foreigner students phone number: 968 71 56 09.

ELE phone number: 651 06 44 28.

Likewise, the responsible bodies, the order and the objectives pursued by our academic processes can be consulted in the **Academic Procedures Manual** of our institution.

2. Mission, vision and values

- The MISSION is our motive or our reason for being.
- The VISION are the goals we want to achieve.
- The VALUES define our performance and way of working to reach that vision.

2.1. Mission

In **Alba al Español** we are a private learning centre whose main goal from its origins is to offer academic training services, <u>regarding the students as the cornerstone of our project</u> and following these premises:

- **QUALITY**, providing our students with all the necessary tools in order for them to achieve their educational goals.
- **VOCATION**, we are aware that the basis for the success of any company lies in a prepared, experienced, empathetic and committed staff. For this reason, we select our teaching staff with these attitudes and aptitudes in mind.

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- **GUIDANCE**, to guide our students towards their goals in a safe and transparent way, our administrative structure has the ideal staff in terms of knowledge and experience. We understand the importance of knowing how to focus and direct students correctly so that they can reach their goals effectively.
- **DIVERSITY**, in Academia Alba (where Alba al Español belongs) we teach support classes for ESO and Bachillerato; Access to Formative Cycles of Medium and Superior Degree; Selectividad, preparation for University Access, both for national students (PEvAU) and for students coming from International Baccalaureates (EBAU by UNEDassis); University Access for over 25 and 45 year olds; Spanish as a Foreign Language Courses (DELE); English courses to certify levels from A2 to C1 by Cambridge; and French courses to certify levels B1 and B2 by Alliance Française.
- **INCLUSION**, we train people to achieve their academic goals, always respecting their ethnic, religious, ideological, cultural, gender and identity diversity.
- **INNOVATION**, offering both students and teaching staff the latest in technological means. Our main goal is for them to enjoy an education that combines the best of traditional teaching with the most advanced digital tools and techniques.
- Constant **UPDATING**, both in terms of syllabus and resources, with the aim of adapting our training to the latest guidelines and orientations for each test.
- **DIDACTIC MATERIAL**, which is created by our teaching team, as well as the supply of textbooks from the most prestigious publishers.
- **ACCESSIBILITY**, we are aware of the current economic situation, so we seek to offer our classes at affordable prices with the mission to reach as many students who need the services of Alba al Español as possible.
- **CLOSENESS**, we are aware that the discipline and formality required in teaching must be carried out in an environment of good atmosphere and empathy, as these are conditions that contribute positively to the satisfaction and maximise the performance of our students.

2.2. Vision

Since our beginnings, at Alba al Español we have set out to be a REFERENCE TEACHING CENTRE in the province of MURCIA, through the fulfilment of three main objectives: to be the first in RESULTS, QUALITY and PRICE.

Alba al Español is constantly striving for excellence. To achieve this, in addition to providing students with all the necessary tools and resources, both the teaching staff and the centre are always involved in constant evolution, training and certification activities. For this reason, it is essential to be aware of the guidelines and orientations of each of the courses we organise through lectures, training courses and the compilation of new developments that constantly arise in the educational field, as well as the adhesion, as far as possible, to the entities that organise the tests we prepare or entities that can facilitate this work.

Alba al Español is an Official Collaborating Centre of UNEDassis for the preparation of university entrance exams for students coming from foreign or international baccalaureate courses.

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In the Selectividad exams (PEvAU) every year, our students obtain excellent marks, gaining access to university degrees whose cut-off marks tend to be high, as is the case of Medicine, Nursing or Dentistry. Likewise, our students usually get their place through the Access courses to Intermediate and Higher Level Training Cycles, as well as Access to University for over 25/45 year olds that we offer.

We have been awarded the title of PREMIUM Preparation Centre by Cambridge Assessment English, due to both our track record and the volume and high pass rate of our students. Year after year, our DELF B1 and DELF B2 French candidates pass the DELF B1 and DELF B2 exams with a 100% pass rate.

According to the quality and management of our services, we have the international certificate ISO9001:2015 by the prestigious certification body AENOR.

For these reasons, our motto is "come to Alba al Español and you will make it".

For some years now, due to the global situation of today's society, as well as the incorporation of the latest technological tools at the service of education, Alba al Español has had a platform of its own development, whose slogan is "in class but from home" and which, together with the latest generation interactive screens in all our classrooms, allows us to bring our training to both national and international students.

For this last reason, and in order to promote our brand abroad, Alba al Español is a member of the Chamber of Commerce of Murcia, with the aim of continuing to grow with the support of this entity.

2.3. Values

At Alba al Español, we consider our ethical and professional values to be inalienable. These values guide our work at all times and identify us as a serious, coherent and transparent educational institution:

- **EQUALITY**, we are firmly positioned in favour of the values of responsibility, tolerance and respect for the rights and duties of all members of the educational community. Alba al Español does everything possible to guarantee the protection and defence of its students, teachers and other school staff.
- **QUALITY**, with the firm intention of maximising the potential of our students, the centre will make every effort to make available and offer the students all the educational tools available.
- **COMMITMENT**, effort, teamwork, constant evolution, spirit of self-improvement and creativity on the part of the centre's staff in order to achieve success for our students and to face difficulties.
- **CRITICAL THINKING**, we are aware that there is always room for improvement; therefore, we constantly take into account and gather all the available elements of judgement in order to improve our work methodology, improve coexistence, resolve conflicts and achieve leadership in the education sector.

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- **INNOVATION**, the introduction of new technologies has brought to education new ways of approaching the teaching-learning process, evolving towards a more active training. To this end, it is essential to constantly analyse the situation and implementation of digital tools, both software and hardware, taking into account four fundamental elements to achieve success: people, knowledge, processes and technology.
- **EMPATHY AND GOOD ENVIRONMENT**, in order to enrich the experience and enhance the knowledge of our students, the staff of the centre facilitates, as far as possible, an empathetic, familiar and close environment in their classrooms.
- **TRANSFORMATION**, for us training does not consist of teaching a person something they did not know, but turn them into a person who did not exist before.

3. Alba al Español in the context of teaching Spanish as a Foreign Language (ELE)

Spanish is the **second most spoken mother tongue** in the world by number of speakers (only after Mandarin Chinese) and **the fourth most spoken language on the planet** if we consider both native speakers and those with limited proficiency or learners of Spanish as a foreign language. That translates into more than 595 million speakers who make up 7.5 percent of the world's population, according to data from the Instituto Cervantes Spanish Yearbook 2022.

Currently, around 24 million people study Spanish as a foreign language (ELE), a significant figure given that this language is **the second language of international communication** (after English). Although Spanish is an official language in Spain and many Latin American countries, the third country in the world with the highest number of native Spanish speakers (only after Mexico and Colombia) and the second highest number of total speakers (if we include speakers of Spanish as a mother tongue with those of limited proficiency) is the United States, where it is not an official language[1]. Thus, Spanish represents a language of global interest, with playful, pragmatic, professional and academic scopes.

Our ELE programme has been designed to meet this global need for training in the Spanish language and in the Spanish-speaking world, from a local context with its own cultural, academic and communicative characteristics. **Alba al Español's** programme takes into account the immersion learning conditions in which our students find themselves. We also take into account the historical, geographical and cultural peculiarity of the region and the city of **Murcia**, which is why there is a preponderance of **Arabic-speaking** students in our institution, whose learning goals are focused on the insertion into the Spanish educational and labour field.

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[1] See Instituto Cervantes (2022). El español: una lengua viva. Informe 2022. *Anuario 2022*. España: Centro Virtual Cervantes.

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However, our curriculum also takes into account the needs of **speakers of different languages** in their process of learning Spanish, through the design of programmes with a wide range of subjects, and adapted to the Common European Framework of Reference for Languages (**CEFR**[2]), the internationally accepted scale for the organisation of the levels of proficiency of a language. Furthermore, with its training offer, it encourages its graduates to take official diplomas (such as SIELE or DELE) which certify them to be able to function adequately in Spanish in the personal or leisure sphere, as well as in the public, professional or academic spheres.

3.1. Entry profile

- Applicants from 14 years of age.

- Predominantly in an immersion context, face-to-face. However, Alba al Español also offers the possibility of taking the ELE programme online.

- Interest in the knowledge of the structures of the Spanish language and its updating in specific socio-cultural situations.

- Interest in the acquisition and development of linguistic skills that will enable students to work in academic and professional environments in the Spanish-speaking world, especially in Spain. For this reason, the profile of our applicants is predominantly, but not exclusively, pre-university and university.

- It is not essential to have previous knowledge of the Spanish language or Spanish-speaking cultures.

- So far, most of our students have a linguistic Arabic-speaking origin.

3.2. Graduate profile

- Graduate able to function effectively in Spanish, in accordance with the level studied, in real contexts in both academic (university entrance exams, university entrance) and professional contexts.

- Competent speaker of Spanish in diverse situations (formal and informal) and varied linguistic registers (colloquial, professional, academic, recreational).

- A speaker linked to real contexts. Able to understand and interact in Spanish at the level of reading comprehension, oral expression and interaction, listening comprehension and written expression and interaction.

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[2] See Ministerio de Educación, Cultura y Deporte, Subdirección General de Cooperación Internacional (2002). *Marco Común Europeo de Referencia para las lenguas: aprendizaje, enseñanza, evaluación*. España: Secretaría General Técnica del MECD-Subdirección General de Información y Publicaciones, y Grupo ANAYA, S. A.

- Competent in the understanding of linguistic, cultural and pragmatic knowledge of Spanish in the immediate context (Spain), as well as in non-immediate contexts that are part of the wider Spanish-speaking world.

- Able and motivated to participate in official exams that give an account of their level of linguistic and socio-cultural performance in Spanish, such as SIELE and DELE.

4. Pedagogical approach and methodology

Our courses have been designed according to a communicative-socio-cultural approach which conceives the teaching-learning process of Spanish as an integral mechanism of giving meaning to the surrounding world, of interaction and appropriation, of structuring and adaptation based on the needs of the students[3]. In this way, we conceive language as an instrument of social communication[4]. This mechanism links, in real communication contexts, the structural aspects of the language and the linguistic skills of the speakers with the socio-cultural foundations of the environment in which Spanish is used.

Therefore, **from the very beginning** and during all the courses, communication in **Spanish** is promoted (according to the student's level) and all the **linguistic skills** are worked on (oral expression and interaction, written expression and interaction, reading comprehension and listening comprehension). In addition to grammatical content, **social and historical aspects** of Spanish-speaking cultures and the immediate communicative context are also taught in order to favour greater linguistic and cultural immersion. Apart from the classes, activities are carried out outside the classroom so that students can put their knowledge and mastery of the language into practice in real situations.

Through this approach, our programmes are action-oriented. From a **constructivist** point of view, through academic activities inside and outside the classroom, we are convinced that educational practice is, in essence, a social practice with an important socialising function[5]. With this objective in mind, we start from the general competences corresponding to each level and the particular needs of the student in order to promote the learning of Spanish through tasks in which the different skills are worked on individually and/or collaboratively.

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[3] See Beghadid, H. M. (2013). El enfoque comunicativo, una mejor guía para la práctica docente. *Actas del IV Taller ELE e interculturalidad del Instituto Cervantes de Oran*, 112-120.

[4] See García, P. (1999). El enfoque intercultural en la enseñanza de español a inmigrantes. *Lengua y Cultura en el aula de E/LE, Madrid: SGEL*, 107-119.

[5] See Coll, C. (1996).Constructivismo y educación escolar: ni hablamos siempre de lo mismo ni lo hacemos siempre de la misma perspectiva epistemológica. *Anuario de Psicología,* España: Universitat de Barcelona, 153 – 178.

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At the same time, we include discursive errors or inaccuracies as formative elements. We understand that, in the interlanguage process (that transition between the mother tongue and the foreign or second language), learners of ELE progress from one stage to another through experiments and adjustments which constitute an important driving force for learning. This implies conceiving the **student as the centre of the teaching-learning process** and the teacher as a facilitator who contributes, with his or her guidance, to charting the most appropriate route for the learner's needs.

Assessment is carried out continuously in the classroom and also through personal and private monitoring via our **platform**, taking into consideration and balancing **constant, formative and summative evaluations** in the process. All our courses are designed in accordance with **CEFR** levels and respond to the cultural, pragmatic, academic and professional communicative needs of the contemporary world.

5. Academic and non-academic services

In order to fulfil our objective of providing state-of-the-art educational services as a teaching centre committed to academic excellence, Alba al Español offers a variety of services to its student community.

5.1. Academic services

Selectividad courses for foreigners (UNED). For those who come from an international baccalaureate or have studied the baccalaureate outside Spain and the Spanish education system, it is essential to pass the Pruebas de Competencias Específicas or PCE (Specific Competences Tests) in order to gain access to a Spanish university (equivalent to Selectividad). Alba al Español offers preparation courses for the PCE.

Spanish as a Foreign Language Programme (ELE). The educational offer of our centre responds to a wide range of academic and professional needs of the contemporary world. Therefore, our courses are designed to progress through the CEFR levels by means of modules (our minimum teaching units), or by achieving specific objectives (B1, B2 or C1).

Courses for specific purposes. For specific purposes, such as preparing to take the official DELE Spanish exams, our centre offers courses to recognise the structure of the exam and to strengthen linguistic skills or knowledge previously learnt.

SIELE Services. Alba al Español is a centre for the SIELE exam, so it offers all the relevant information (exam structure, cost, preparation, registration) for its student community to prepare and take these tests, which are usually a requirement for admission to various university programmes.

Online placement test. As a frame of reference for the appropriate placement and/or selection of courses at our centre, we offer an easily accessible online placement test, which allows those who wish to attend one of our courses to recognise their level of language proficiency and, subsequently, receive the necessary information for enrolment.

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Extracurricular activities for foreign students. With the support of teachers and staff of the centre, we guide the performance of various extracurricular activities aimed at making the teaching-learning process of Spanish a significant socio-cultural experience that takes place in real contexts: attendance at museums, excursions to see the city, cinema cycles, outings to cafes and restaurants are some of the recurring activities. The list and programme of these activities is updated and published annually on our institutional channels (centre platform or website) to keep the information available to the student community.

Work platform. Alba al Español offers a personalised and accessible experience for students and teachers through its exclusive work platform. All the course monitoring processes take place in it: from the activities to be carried out in each session, the attendance register, the consultation of the grades of the continuous evaluations, online classes and video-recorded sessions, to the access to the library, to class evaluation surveys, to the suggestions box, to the student's personal documents (such as the student handbook, the admission form, the academy rules, the timetable, the calendar) or the issuance of certificates of achievement.

Library. The centre offers students and teachers a library with a wide range of literary literature in Spanish, as well as specific reference texts in the area of ELE. It is possible to borrow books from the platform and then pick them up at reception. The same platform will automatically send a reminder by e-mail when the deadline for returning books is approaching.

Continuous teacher training. We are committed to the continuous training of our teaching staff in the specialisation and updating of their knowledge in the area of ELE, both through external training and internal work sessions. In addition, to ensure the smooth running of the centre, as well as an optimal coexistence between the staff and the student community, we provide training on occupational hazards and first aid knowledge to all our teaching and administrative staff, as well as training to prevent bullying at work.

5.2. Non-academic services

Online registration. After receiving advice from the centre and taking the level test, students can register by e-mail or telephone for the course of their choice, but they can also register directly online via the course page at www.academia-murcia.es, which is available in Spanish, English and French.

Legal advice. Alba al Español offers legal advice for the visa application of foreign students enrolled in its ELE programme, both through the frequently asked questions published on its website, and through our Specialist in Foreigners who provides personalised attention to each case.

Accommodation for foreign students. We offer our students advice and assistance in finding a quality place of residence for the duration of their course. We collaborate with professional real estate agencies to facilitate the search for accommodation. In this way, students only have to worry about studying and learning Spanish.

Medical insurance. In order to favour a calm and safe experience in the city, we offer medical insurance in case of any mishap or emergency during the student's stay in Murcia.

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The insurance we offer is valid for obtaining a visa at Spanish consulates and embassies all over the world and also for renewing the NIE, as it meets all the requirements of the Spanish Consulate. Moreover, in case of visa refusal, the insurance premium is refundable.

Survey and suggestion system. In order to implement improvements and meet the needs of the student community, the centre has a survey system and suggestion box on the platform, whose continuous monitoring allows us to maintain a high level of quality in our academic and administrative services.

Interactive screens. The centre has interactive screens for the development of the courses, in order to favour a diversified and dynamic experience in the teaching-learning process of ELE.

6. Extra-classroom training

In keeping with the sociocultural communicative approach, our approach to the teaching-learning process of ELE is to conceive it as a set of action-oriented practices. The experience of the language through the cultural practices of the immediate context and the process of immersion of the learner in real interactions constitute a central part of the process of linguistic appropriation and mastery.

For this reason, at **Alba al Español** we encourage learning through extra-classroom activities which include walks around the city of **Murcia**, visits to museums, visits to historical monuments, interaction with foreign and local speakers, an introduction to local and national gastronomy, cultural and artistic celebrations, film screenings and literary activities.

The experiences resulting from these activities are part of the topics, linguistic structures, lexical variety and socio-cultural concerns that are formally addressed in the classroom. At the same time, the grammatical, communicative and lexical contents dealt with during the lessons form the structural basis for dealing with real interaction situations outside the classroom.

Therefore, we offer a wide range of extracurricular activities, taking into account the following aspects:

CULTURAL IMMERSION, to better understand the customs, traditions and ways of life of Spanish and Murcian culture.

SPANISH LANGUAGE PRACTICE, in real life experiences that provide an additional opportunity to practice and improve the language.

EXPLORATION OF THE CITY OF MURCIA, we visit historical and touristic places, with the aim of getting to know the history of the city.

DIVERSITY OF EXPERIENCES, to offer a wide range to suit the interests and preferences of our students.

UNFORGETTABLE MEMORIES AND EXPERIENCES, with the aim of creating lasting memories that will live on in students, even long after they finish their study programmes.

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SELF CONFIDENCE ENHANCEMENT, with the aim of making them feel more comfortable practising the language outside their comfort zone.

ACADEMIC ENRICHMENT, seeking a deeper and more contextualised understanding of the language and culture.

WELL-BEING, through outdoor activities. Apart from promoting local interaction with other people, it stimulates the physical and mental health of our students.

The complete list of extracurricular activities and the programme organised by dates and levels of language proficiency is published annually on the school's platform.

7. School-based training

Our educational offer responds to a wide range of academic and professional needs of the contemporary world. For this reason, our courses are designed in units ranging from the **specific to the panoramic**, starting from the minimum pedagogical units, i.e. learning modules; passing through level courses (which respond to the levels proposed by the CEFR); to objective-based coursess whose aim is to reach the minimum levels required by the labour market or by educational institutions in the Spanish-speaking world.

This range of courses is available on our website with the following organisation: **a)** long term courses (6 months to reach B2 level and 8 months to reach C1 level), **b)** Spanish courses+ Selectividad UNEDASISS courses, **c)** intensive ELE courses (short stay courses, in which it is possible to study only one module which is our minimum unit of study), **d)** objective-based coursess (to reach one of the following CEFR levels: A1, A2, B1, B2. 1, B2.2 and C1), **e)** summer courses (to reach levels A2, B1, B2 or C1), **f)** private lessons (one-to-one or for small groups) and **g)** courses for specific purposes.

Each course is made up of a set of modules with programmed content for the development of the 4 language skills (oral expression and interaction, written expression and interaction, reading comprehension and listening comprehension) in order to achieve a **general command** of the Spanish language, ranging from level A1 to C1.

Our programs award a **certificate of achievement** provided the student has at least **80% attendance**.

A) Long-term courses consist of a succession of CEFR levels and DELE exam preparations with the aim of fulfilling a dual purpose: the mastery of the language according to the level studied and the corresponding accreditation by means of official exams. The 6-month courses (HIGH ELE) consist of the following programmes: A1 + A2 + Basics A1-A2 + B1 + B2.1 + B2.2 + DELE B2 Preparation; while the 8-month courses (ELE ADVANCED) include level C1 + DELE C1 Preparation.

B) The Spanish courses + Selectividad UNEDASISS include preparation in ELE up to level B2.1 which allows students to study, with an adequate level of understanding, the subjects required to sit the university entrance exam in Spain (Selectividad).

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C) Intensive ELE courses address the minimum unit of study designed by our Spanish programme in accordance with the guidelines of the Council of Europe and the Instituto Cervantes Curriculum Plan and are ideal for short stays. These minimum units (modules) are made up of 40 teaching hours and have their own assessment tools. In fact, all our ELE courses are made up of a set of modules (with the exception of courses for specific purposes).

D) Each objective-based course consists of a CEFR level which allows the student to achieve a specific competence required by several academic and professional institutions or for leisure purposes. These are objective **A1** (to interact in basic communicative situations in tourism), objective **A2** (especially for those interested in applying for legal residence in Spain), **B1** (for secondary and upper secondary education), objective **B2** (for higher education and the general professional field) and objective **C1** (for postgraduate education and the professional field specifically linked to the teaching of the Spanish language). For this reason, at the end of each course, the student is able to take the SIELE exam with a command corresponding to the level studied.

E) Summer courses, similar to objective-based courses, focus on CEFR levels required by academic institutions or in the workplace as entry requirements. These are levels A2, B1, B2 and C1.

F) Private lessons are an option for **individuals or small groups** to take up any of the programmes offered in the academy, but in accordance with the needs of specific deadlines, periods or timetables.

G) Courses for specific purposes are intended to focus Spanish language learning on specific areas of the leisure, public or professional sphere. Some of them are: courses to prepare or improve the performance of speakers of different levels for the DELE exam; in the near future, courses aimed at deepening the lexis and structures frequently used in the tourist, medical, financial or political fields; or courses with the aim of specialising in artistic-cultural areas specific to the Spanish-speaking world such as history, literature or film culture. These courses consist of the equivalent of one module (40 hours).

7.1. Modalities

a) **Our ELE course is dividied into two modalities according with the pace of the class:**

- Intensive modality: 4 hours a day, 5 days a week (20 weekly hours).
- Semi-intesive modality: 2 hours a day, 5 days a week (10 weekly hours).

b) **And also in two modalities according to the formats that make the teaching-learning process possible:**

- Face-to-face.
- Online.

*Our courses can combine both possibilities in the same class, integrating face-to-face and online students.

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7.2. Types of courses

a) **By CEFR levels made up of modules:**

The following chart illustrates the advance through the CEFR levels by modules, each of which lasts 40 teaching hours.

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OUR COURSES IN THE CEFR

CEFR	LEVELS OF STUDY
A1	Module 1 (A1.1)
A1	Module 2 (A1.2)
A2	Module 3 (A2.1)
A2	Module 4 (A2.2)
FUNDAMENTALS A1-A2 (one module)	
B1	Module 5 (B1.1)
B1	Module 6 (B1.2)
B1	Module 7 (B1.3)
B2	Module 8 (B2.1)
B2	Module 9 (B2.2)
B2	Module 10 (B2.3)
B2	Module 11 (B2.4)
C1	Module 12 (C1.1)
C1	Module 13 (C1.2)
C1	Module 14 (C1.3)

ele.academia-murcia.es

Besides, we have included a Basics A1-A2 module which works as the transition between the basic levels (A1, A2) ant the intermediate level (B1). This lasts 40 teaching hours.

For specific purposes:

The DELE exam preparation courses train students to recognise the sections of the Diploma de Español como Lengua Extranjera (DELE) and to reinforce the linguistic-discursive skills that the exam assesses.

Since the course focuses on the particularities of the DELE, its purpose is practical rather than formative. However, this course is functional for perfecting previously acquired skills and knowledge, as well as for structuring them in order to pass the exam.

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Alba al Español offers three of these trainings:

- DELE B1 preparation
- DELE B2 preparation
- DELE C1 preparation

7.3. Teaching hours per course:

- Each **module** (minimum teaching unit) consists of <u>40 teaching hours.</u>
- The distribution of teaching hours for each CEFR level (composed of a set of modules) is as follows:
    - Level A1 (modules 1 and 2) = 80 teaching hours.
    - Level A2 (modules 3 and 4) + Fundamentals A1-A2 = 120 hours of tuition.
    - Level B1 (modules 5, 6 and 7) = 120 teaching hours.
    - Level B2 (modules 8, 9, 10 and 11) = 160 teaching hours.
    - Level C1 (modules 12, 13 and 14) = 120 teaching hours.
- **Long-term courses** are distributed in the following way:
    - HIGH ELE (modules 1 to 11 + Fundamentals A1-A2 + DELE B2 Preparation) = 520 hours
    - ADVANCED ELE (modules 1 to 14 + Fundamentals A1-A2 + DELE B2 Preparation + DELE C1 Preparation) = 680 hours
- The timetable for each **summer course** (composed of a set of modules) is as follows:
    - Summer course A2 (levels A1 + A2; modules 1 to 4) = 160 teaching hours.
    - Summer course B1 (Fundamentals A1-A2 + level B1; modules 5, 6, 7 and Fundamentals A1-A2) = 160 teaching hours.
    - Summer course B2 (level B2; modules 8 to 11) = 160 teaching hours.
    - Summer course C1 (level C1; modules 12 to 14) = 120 teaching hours.
- Each **course for specific purposes** (e.g. DELE B1, B2 and C1 preparation courses) consists of 40 teaching hours.

Alba al Español, through its working platform, will issue the respective **certificate of achievement** once each student completes one of the courses of our ELE programme. The certificate will be downloadable and will be available to be printed directly by the student.

7.4. Objectives and contents

The contents of the programme are organised in **modules** that represent the minimum teaching units and are made up of 40 teaching hours organised by sessions. Most of our courses are taught in intensive mode - with 10 sessions of 4 hours per session - so the programmes are also organised in this way.

Each course (both those designed according to CEFR levels and the courses by academic-professional objectives B1, B2 and C1 and the summer courses) is made up of a set of modules. In the case of the B1 summer course, which requires previous knowledge of A1 and A2, we have designed a special revision module to strengthen previous knowledge and ensure effective progress on the B1 level. This extra module to the ELE programme is Basics A1-A2.

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Thus, the **general objectives** in the syllabuses of each course set out the purpose of the module, while the **specific objectives** set out the aims for each session. The Spanish as a Foreign Language (ELE) programme from level A1 to C1 comprises 14 modules (plus the module Basics A1-A2, only applicable for the summer course B1) whose structure is made up of communicative resources, grammatical content, lexical background and prosody strategies in order to comply with the pedagogical and methodological approach set out in our programme.

The courses for specific purposes also consist of 40 teaching hours, but their content is not the content of any of the 14 modules of the ELE programme, but rather the structures of the DELE exams for levels B1, B2 and C1. These courses are taught in semi-intensive mode - 20 sessions of 2 hours each - so that is how their programmes are organised.

The following is a description of the structure of the ELE programme (14 modules + Fundamentals A1-A2), with their respective objectives, which describe our role in the ELE teaching-learning process, as well as a description of the course programmes for specific purposes aimed at preparing for the DELE exam at levels B1, B2 and C1:

SYLLABUS

Module 1

General objectives:

a) The student will have the lexical structures to interact in a simple way in everyday situations.
b) He/she will be able to solve immediate and personal needs in communicative contexts related to his/her location, personal information and simple business transactions.

Session 1 (4 hours)

Specific aim: introduce oneself and get to know others.

- **Introduction to Spanish:**
    o Greetings.
    o Some basic questions to get to know someone.
    o Saying goodbye.
    o The alphabet. Words for each letter.
- **Intonation and pronunciation:**
    o Questions and answers.
    o Spanish "**ñ**".

Session 2 (4 hours)

Specific aim: identify nearby spaces and objects.

- **Introduction to Spanish:**
    o Numbers (from 1 to 10).
    o Some objects in the classroom.
    o Some basic questions to identify spaces and objects.
- **Intonation and pronunciation:**
    o Emphasis on graphic accents: sal**ó**n.

Session 3 (4 hours)

Specific aim: state personal identification questions and answers.

- **Communicative resources:**
    o Ask and express name, profession and age.
    o Identify and express numbers from 10 to 100.
- **Grammar contents:**
    o Gender.
    o Personal pronouns (first and second person: yo, nosotros; tú, vos, ustedes, vosotros).
    o Verb to call oneself and to have.
- **Vocabulary:**
    o Numbers from 1o to 100.
    o Some professions.

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- **Intonation and pronunciation:**
  - Vowels: **a**, **e**, **i**, **o**, **u**.

Session 4 (4 hours)

Specific aim: Indicate place of origin and profession.

- **Communicative resources:**
  - Ask and express origin and nationality.
  - Identify workplaces.
- **Grammar contents:**
  - Special letters: c (ce, ci and ca, co, cu); g (ge, gi/ gue, gui and ga, go, gu); q (que, qui).
  - Verbs ser and venir, de dónde + ser/ venir?
  - Place of work + preposition "de".
  - Gender.
- **Vocabulary:**
  - Some nationalities.
  - More professions.
  - Workplaces.
- **Intonation and pronunciation:**
  - Special letters: "**c**", "**g**" and "**q**".

Session 5 (4 hours)

Specific aim: to express plans and specify places to carry them out.

- **Communicative resources:**
  - Expressing plans (for the weekend/ for the holidays).
  - Identifying leisure activities.
- **Grammar content:**
  - Ir a/ salir a/ ir de/ ir de/ salir de + noun.
  - Verb "to want" + infinitive verb.
  - Definite articles: el, los, los, la, las.
  - Indefinite articles: un, unos, unos, una, unas.
- **Vocabulary:**
  - Some events and recreational places. Nightlife.
  - Countries and cities.
  - Some natural areas.
- **Intonation and/or pronunciation:**
  - Nexuses of words: to, from, with.

AUDITORY-ORAL PROJECT (SUGGESTED):

Pair work:

a) Listening activity to fill in blanks.
b) Exchange of plans for the next holidays (listening).
c) Oral presentation of the partner's holiday plans.

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Session 6 (4 hours)

Specific aim: explaining the reason and personal intentions.

- **Communicative resources:**
    o Expressing intention.
    o Telling the cause and objectives.
- **Grammar content:**
    o Present tense of indicative.
    o Use of prepositions 'por' and 'para' and the linker 'porque'.
- **Vocabulary:**
    o Some cultural and artistic activities.
    o History of monuments.
    o Gastronomy.
- **Intonation and/or pronunciation:**
    o Intonation of the present indicative: **'tonalidad grave'.**

Session 7 (4 hours)

Specific aim: describing spaces and places.

- **Communicative resources:**
    o Describing places.
    o Expressing existence.
    o Telling the location of objects and places.
- **Grammar content:**
    o Uses of the impersonal expression 'hay'.
    o The verb 'estar' (to be).
- **Vocabulary:**
    o Touristic cities.
    o Cities' unique characteristics: capital, currency, climate, typical dish.
- **Intonation and/or pronunciation:**
    o Diphthongs: 'ia', 'ie', 'iu'.

Session 8 (4 hours)

Specific aim: describing the climate and the seasons of the year.

- **Communicative resources:**
    o Expressing undetermined quantities.
    o Emphasizing sentences (positive or negative)
    o Talking about the climate.
- **Grammar content:**
    o Superlatives and quantifiers.
    o Interrogative words: '¿Qué?' '¿Dónde?' '¿Cómo?' '¿Cuántos/as?'
    o 'Hacer' + climate expressions.

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- **Vocabulary:**
    - o Latin America cities.
    - o Time and climate.
    - o Seasons.
    - o Cardinal points.
- **Intonation and/or pronunciation:**
    - o Stressing questions.

Session 9 (4 hours)

Specific aim: asking and describing objects and prices.

- **Communicative resources:**

    - o Identifying objects according to colour, shape and function.
    - o Asking for products, prices and characteristics.
- **Grammar content:**
    - o Demonstrative adjectives: 'esta', 'estas', 'este', 'estos'.
    - o Demonstrative pronoun 'esto'.
    - o Determined article + adjetive.
    - o The expression 'tener que' + verb in infinitive.
- **Vocabulary:**
    - o Clothes.
    - o Shoes.
    - o Prices.
- **Intonation and/or pronunciation:**
    - o Special letter: '**r**' and '**rr**'.

Session 10 (4 hours)

Specific aim: stating preferences between options.

- **Communicative resources:**
    - o Identifying objects from a group.
    - o Choosing among two or more options.
    - o Expressing preference.
- **Grammar content:**
    - o The verbs 'ir' and 'preferir'.
    - o Interrogative word 'qué' + noun.
    - o Interrogative words 'cuál' and 'cuáles'.
- **Vocabulary:**
    - o Personal accessories.
    - o More prices.
- **Intonation and/or pronunciation:**
    - o Figures/ prices from 100 ('**cien**') to 1.000.000 '(**un millón**').

READING AND WRITING EXAM

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Module 2

General objectives:

a) The student will be provided with a wide range of lexical structures to interact in daily situations in a simple way.

b) The student will be able to convey ideas spontaneously with simple syntactic structures, as long as it is personal information.

c) The student will interact in a simple way in nearby environments with the conversation partner's help.

Session 1 (4 hours)

Specific aim: describing and prioritizing likes.
– **Communicative resources:**
  o Articulating and choosing likes and hobbies.
  o Emphasizing the level of appreciation towards activities and events.
  o Asking what we like and dislike.
  o Expressing physical appearance and personality traits.
– **Grammar contents:**
  o Distinction between the Spanish passive form (with verbs such as 'amar, beber, subir'), the passive (e.g. 'gustar') and reflexive (e.g. 'levantarse').
  o Passive mode of verbs in Spanish: pronouns 'me/ te/ le/ nos/ os/ les' + verb + subject.
  o Verb 'gustar' (like).
  o Some qualifying adjectives.
– **Vocabulary:**
  o Musical genres.
  o Playful activities.
  o Physical appearance and personality traits.
– **Intonation and pronunciation:** o Pronouns: '**me, te, le, nos, os, les**'.
  o Emphasis in singular and plural of the present tense of verbs: 'gust**a**, gust**an**'.

Session 2 (4 hours)

Specific aim: describing the members of the family and family relationships.
– **Communicative resources:**
  o Conveying family relationships.
  o Describing my family.
  o Asking information about people's family.
– **Grammar contents:**
  o Possessive pronouns (first, second and third person singular).
  o Verbs 'ser', 'estar' (to be) and 'tener' (to have) in descriptions.
  o Verb 'gustar' (like).
  o Preposition 'de' in relationships.

SYLLABUS

- **Vocabulary:**
  - o Family members.
  - o Family relationships.
- **Intonation and pronunciation:**
  - o Possessive pronouns: '**mi, mis, tu, tus, su, sus**'.

Session 3 (4 hours)

Specific aim: describing parts of the day and habits.

- **Communicative resources:**
  - o Expressing routines and parts of the day.
  - o Articulating beliefs and opinions.
  - o Expressing frequency of habits.
- **Grammar contents**:
  - o Some reflexive verbs in the present tense.
  - o 'Creer que' (believe that) + conjugated verb.
  - o Adverbs of frequency.
  - o Preposition 'de' in time expressions.
- **Vocabulary:**
  - o Parts of the day.
  - o Days of the week.
  - o Frequency expressions: 'frecuentemente, normalmente, a veces, a menudo, casi todos los días, una vez a…, siempre, nunca, en ocasiones' (frequently, usually, sometimes…)
  - o Daily routines verbs.
- **Intonation and pronunciation:**
  - o Intonation of narratives and sequences.

Session 4 (4 hours)

Specific aim: Expressing daily activities and special events timetables.

- **Communicative resources:**
  - o Asking and telling the time.
  - o Conveying the order of daily activities or special events.
- **Grammar contents:**
  - o More reflexive verbs in the present tense.
  - o '¿Qué hora es?' (What time is it) '¿A qué hora' (what time) + verb in the present?
  - o Time expressions and markers (order)
  - o 'También/ tampoco' (too, neither)
- **Vocabulary**
  - o Months of the year.
  - o Order expressions: ' antes de, después de, primero, después, luego' (before, after…)
- **Intonation and pronunciation:**
  - o Reflexive verbs, with emphasis in the reflexive pronoun and verb endings: '**me** levant**o**, **se** bañ**a**, **te** despiert**as**'.

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Session 5 (4 hours)

Specific aim: interacting in food service environments.
- **Communicative resources:**
  o Asking and ordering in a restaurant.
  o Asking and giving information about food.
- **Grammar contents:**
  o Deictic verbs: 'llevar, traer' (carry, bring).
  o Verb "poner" (put).
  o Prepositions 'de' and 'con' in food context.
  o Interrogative words: 'qué y cuánto' (what, how much).
  o Indefinite adjectives: 'algún' + noun /'alguna' + noun (some).
- **Vocabulary:**
  o Convenience food and drinks.
  o Fruits and vegetables.
  o Cereals, pulses and meat products.
- **Intonation and pronunciation:**
  o Formal questions intonation.

AUDITORY-ORAL PROJECT (SUGGESTED):

Individual work:
The student has to write, at least, 4 sentences to order food, drink and dessert in a restaurant. Having done this, he/she will have 3 minutes to study the dialogue.
After that, the teacher will play the role of a waiter and will take the diner's order (student). The student will be allowed to check the notes, but not to read them.

The activity values listening comprehension according to how the student answers the teacher's questions and comments. Besides, it is useful to assess oral expression and interaction by checking how the student orders the food in a restaurant.

Session 6 (4 hours)

Specific aim: describing eating routines.
- **Communicative resources:**
  o Expressing eating habits in certain times of the day.
  o Identifying ways of preparing and present food.
- **Grammar contents:**
  o Pronouns: 'lo, los, la, las'.
  o Verbs 'tomar' and 'comprar' (take and buy).
  o Interrogative words: 'qué and cómo' (what and how).
- **Vocabulary:**
  o Ways of preparing meals.
  o Kitchenware.
- **Intonation and pronunciation:**
  o Sounds '**che**' and '**jota**'.

Session 7 (4 hours)

Specific aim: describing the characteristics of places to live.

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- **Communicative resources:**
    - o Identifying places in a neighbourhood or a city.
    - o Describing places.
    - o Expressing opinions about places.
- **Grammar contents:**
    - o Quantifiers: 'algún, ningún, mucho, poco…' (some, any, a lot…).
    - o Verbs 'ser', 'tener', 'haber' (to be, to have, there is/are).
    - o What you like most/least (using verb 'gustar').
- **Vocabulary:**
    - o Buildings and monuments.
    - o Adjectives for places and neighbourhoods.
- **Intonation and pronunciation:**
    - o Diphthongs

Session 8 (4 hours)

Specific aim: asking and giving information about location of places, buildings and monuments.

- **Communicative resources:**
    - o Saying where some buildings and monuments are.
    - o Asking the location of places and buildings.
- **Grammar contents:**
    - o Location: adverbs and prepositions of place.
    - o 'Está' or 'está a'.
- **Vocabulary:**
    - o City roadways.
    - o Interesting places.
- **Intonation and pronunciation:**
    - o Acute accentuation: 'ning**ún**, alg**ún**, est**á**, est**án**, aqu**í**, all**á**'.

Session 9 (4 hours)

Specific aim: describing significant experiences in the past which affect the present.

- **Communicative resources**:
    - o Describing personality traits.
    - o Giving opinions about other people's traits and skills.
    - o Expressing past experiences which have affected my life.
- **Grammar contents:**
    - o 'Tener que' + infinitive (have to).
    - o Regular participle construction ('-ado, -ido').
    - o 'El pretérito perfecto' (The past).
- **Vocabulary:**
    - o Positive and negative adjectives to describe personality.
    - o Jobs and careers.
    - o Life changes: 'dejar, mudarse, cambiar de, irse a vivir a' (leave, move, change…).

– **Intonation and pronunciation:**
  o Emphasis and articulation in participle pronunciation: 'camin**ado**, com**ido**, sub**ido**'.

Session 10 (4 hours)
Specific aim: explaining necessary skills and knowledge to work and interact.

– **Communicative resources:**
  o Expressing skills and knowledge for some jobs.
  o Expressing skills and knowledge for social coexistence.
  o Making judgments about a person's skills and knowledge.
– **Grammar contents:**
  o Irregular participle construction (-to, -so, -cho).
  o 'Saber/ poder' (can) + infinitive, conjugation and uses.
  o Frequency adverbs and markers: 'una vez, más de una vez, un par de veces...' (once, twice...).
– **Vocabulary:**
  o Skills and abilities: verbs in infinitive.
  o Adverbs: 'bien, nada bien, mal, nada mal' (well, badly...)
– **Intonation and pronunciation:**
  o Sounds "**p**", "**t**" and "**k**".

READING AND WRITING EXAM.

Module 3

General objectives:

a) The student will acquire simple linguistic structures to give personal information and some basic cultural knowledge of the foreign culture.
b) The student will communicate properly, although there could be misunderstandings.
c) The student will deal with daily life situations: demand and answer, give and ask for basic information in shops, banks or means of transport; acquire goods and necessary services.

Session 1 (4 hours)

Specific aim: describing learning processes when studying Spanish.
– **Communicative resources:**
  o Expressing habits.
  o Talking about learning styles when studying Spanish.
– **Grammar contents:**
  o Regular verbs in present indicative.
  o Irregular verbs in present indicative.
– **Vocabulary:**
  o Strengths and weaknesses of learning.
  o Activities to learn languages.
  o Verbs about routines in Spain.

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- **Intonation and pronunciation:**
  - Sound '**eñe**'.

Session 2 (4 hours)

Specific aim: describing the feelings and emotions of living in a different country.
- **Communicative resources:**
  - Expressing likes and positive feelings of living in Spain.
  - Expressing the difficulties and negative appreciations of living in a different country.
- **Grammar contents:**
  - Some reflexive verbs, especially 'sentirse'.
  - Some passive verbs, especially 'costar'.
  - The prepositions 'desde' and 'desde hace'.
  - Adverbs, adjectives and nouns to express feelings.
- **Vocabulary:**
  - Feelings and emotions.
  - Likes and difficulties.
- **Intonation and pronunciation:**
  - Emphasis in passive verbs: '**a mí me, a ti te, a ella le, a él le, a nosotros nos, a ustedes les, a vosotros os, a ellos/as les**'.

Session 3 (4 hours)

Specific aim: telling past events.
- **Communicative resources:**
  - Contrasting past and present events.
  - Telling outstanding characters' biographies.
  - Expressing personal experiences from the past.
- **Grammar contents:**
  - The 'pretérito indefinido' (past simple) of regular verbs.
  - Time markers to talk about the past.
  - 'Ir' vs. 'Irse (de)'.
- **Vocabulary:**
  - Cinema terms.
  - Elements of a biography.
- **Intonation and pronunciation:**
  - Acute accent of the past: 'viv**ió**, com**ió**, cam**inó**'.

Session 4 (4 hours)

Specific aim: expressing the duration of events in the past.
- **Communicative resources:**
  - Expressing details of past events.
  - Identifying and expressing the duration of past periods.
  - Expressing achievements.
- **Grammar contents:**
  - Use of some prepositions: 'de', 'a', 'desde', 'hasta', 'hace', 'durante.'

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o The past simple (pretérito indefinido) and some irregular verbs.
- **Vocabulary:**
    o Verbs and nouns to express achievements.
    o Professional, academic, artistic, sport terms in a biography or a resume.
- **Intonation and pronunciation:**
    o Emphasis in vowel changes from infinitive to past simple: 'ser → fue', 'morir→ murió', 'componer → compuso', 'tener → tuvo'.

Session 5 (4 hours)

Specific aim: describing the appearance, as well as physical and personality similarities.
- **Communicative resources:**
    o Describing oneself in front of other people.
    o Telling similarities between two or more people.
- **Grammar contents:**
    o Verbs in the present tense indicative (irregulars)
    o Verb 'parecerse' to express similarity.
    o Comparisons: 'el/la mismo/a/os/as' + noun.
- **Vocabulary:**
    o Some physical traits.
    o Some hobbies or occupations.
- **Intonation and pronunciation:**
    o The initial sounds 's' and 't': 'soy, se parece, su estado civil; tengo, tú, todos, todas'.

AUDITORY-ORAL PROJECT (SUGGESTED):

Individual and group work:
a) The student writes an appearance and personality paper about one of the classmates. The student will include, at least, 5 descriptive sentences. The paper can't be shown.
b) After that, they will play Chinese whispers: each student will read the description twice in the classmate's ear. The one who receives the information will say it out loud (or the information he/she remembers).
c) This activity assesses listening comprehension and oral expression in the discourse that the student transmits.

Session 6 (4 hours)

Specific objective: describing personal relationships.
- **Communicative resources:**
    o Describing people.
    o Identifying a person or an object in a group.
    o Expressing sympathy or aversion towards someone
- **Grammar contents:**
    o Descriptive expressions with 'ser', 'tener' and 'llevar'.
    o Expresiones de identificación: Identifying expressions: ' el/ los/ la/ las' + adjective; 'el/ los/ la/ las' +' que' + verb; 'el/ los/ la/ las' + 'de' + noun.

o 'Caer' (in the passive form with 'me/ te/ **le**/ nos/ os/ les') + 'bien/ mal' + someone
o 'Llevarse' (in reflexive form with 'me/ te/ **se**/ nos/ os/ **se**') + 'bien/ mal' + 'con' + someone.
– **Vocabulary:**
o Clothes and accessories.
o Couple relationships.
– **Intonation and pronunciation:**
o Intervowel sounds 'b', 'd' and 'g'.

Session 7 (4 hours)

Specific aim: expressing the location of people or objects in different spaces.
– **Communicative resources:**
o Describing furniture.
o Locating objects or people in places.
– **Grammar contents:**
o The possessive adjectives: 'mi/s, tu/s, su/s, nuestro/a/os/as, vuestro/os/a/as, su/s'.
o 'El/ los/ la/ las' + possessive pronoun ('mío/os/a/as, tuyo/os/a/as, suyo/os/a/as, nuestro/os/a/as, vuestro/os/a/as, suyo/os/a/as').
o Some location expressions: prepositions and adverbs.
– **Vocabulary:**
o Kinds of houses.
o Parts of the house.
– **Intonation and pronunciation:**
o Sound linking of prepositions and articles: ' a + el = **al**; de + el = **del**; en + el = **en el**; de + la = **de la**'.

Session 8 (4 hours)

Specific aim: expressing comparisons between people or objects, their characteristics and actions.
– **Communicative resources:**
o Comparing the parts of the house.
o Comparing people's likes and hobbies.
– **Grammar contents:**
o Comparatives of superiority, equality and inferiority with adjectives.
o Comparatives of superiority, equality and inferiority with nouns.
o Comparatives of superiority, equality and inferiority with verbs.
– **Vocabulary:**
o Materials of the furniture in a house.
o Some descriptive and evaluative adjectives for places.
– **Intonation and pronunciation:**
o Some consonant groups.

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Session 9 (4 hours)

Specific objective: expressing formal requests, as well as greetings and farewells.

- **Communicative resources:**
  - Greeting and saying goodbye in diverse situations and contexts.
  - Requesting objects or actions to another speaker.
- **Grammar contents:**
  - Formal expressions for greetings and farewells.
  - Justifying: 'es que' + main sentence.
  - 'Poder' in active voice (in the present or conditional tense) + infinitive + me/ te/ le/ nos/ os/ les'.
  - 'Te/ le/ les' +' importar' in the passive voice (in the present or conditional tense) + 'me/ le/ nos/ les'.
- **Vocabulary:**
  - Complements for the verbs 'pedir' and ' dar'.
  - Events and chores.
  - Social interaction contexts and situations.
- **Intonation and pronunciation:**
  - Intonation in justifications and applications.

Session 10 (4 hours)

Specific objective: describing ongoing processes.

- **Communicative resources:**
  - Expressing ongoing daily life activities.
- **Grammar contents:**
  - The gerund (regular and irregular verbs)
  - 'Estar' (in present) + gerund.
- **Vocabulary:**
  - Regular verbs in gerund.
  - Irregular verbs in gerund.
- **Intonation and pronunciation:**
  - Intonation of gerund endings: **'-ando, -iendo'**.

READING AND WRITING EXAM

General objectives:

a) The student will be provided with linguistic and non-linguistic simple structures to express general knowledge of the foreign culture.

b) The student will be able to apply the skills, attitudes and knowledge to overcome the difficulties of the communicative interaction.

c) The student will easily deal with surviving daily situations: make and answer orders, ask for and give basic information in shops, banks or transports, buy and ask for objects and necessary services.

Session 1 (4 hours)

Specific aim: describing experiences and leisure places.

- **Communicative resources:**
    o Describing leisure places.
    o Expressing likes and wishes.
    o Making arrangements for the near future.
- **Grammar contents:**
    o Verb 'gustar' (like) in conditional.
    o Verbal periphrases with verbs 'ir a', 'pensar' and 'querer' (go to, think, want) + infinitive.
- **Vocabulary:**
    o Leisure activities.
    o Qualifying adjectives about places and experiences.
    o Time markers for the future.
- **Intonation and pronunciation:**
    o Intonation of exclamatory expressions.

Session 2 (4 hours)

Specific aim: describing activities and appreciations in the past with its consequences in the present.

- **Communicative resources:**
    o Expressing activities and experiences from the past and their consequences in the present.
    o Expressing surprise.
- **Grammar contents:**
    o Exclamatory expressions: ¡'qué' + adjetive/ noun!; ¡'qué' + noun+ 'tan'/ 'más' + adjetive!
    o Structure and some uses of the perfect tense.
    o Contrast between different perfect tenses.
- **Vocabulary:**
    o Frequency markers: 'alguna vez, un día, dos veces' (sometimes, one day…).
    o Verbs in participe.

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- **Intonation and pronunciation:**
  o Emphasis in participe endings: **-ado, -ido, -to, -so, -cho.**

Session 3 (4 hours)

Specific aim: telling eating habits and recipes.
- **Communicative resources:**
  o Expressing how often we eat certain products.
  o Describing how to prepare a recipe.
- **Grammar contents:**
  o Verb 'soler' + infinitive.
  o Frequency markers: 'a menudo, de vez en cuando, casi nunca' (sometimes, hardly ever…).
  o Pronoun "se" as an impersonal mark.
- **Vocabulary:**
  o Some kitchenware.
  o Eating habits (cooking verbs)
  o Containers, weights and measures.
- **Intonation and pronunciation:**
  o Verbs with and without the pronoun 'se': '**se la**van, **la**vamos; **se frí**en; **freí**mos'.

Session 4 (4 hours)

Specific aim: expressing healthy habits and eating recommendations.
- **Communicative resources:**
  o Describing food preparation methods.
  o Expressing emphatic recommendations about diets and eating habits.
- **Grammar contents:**
  o 'Lo', 'los', 'la', 'las' are direct object pronouns (OD).
  o Structures of obligation or emphasis recommendations: 'hay que' + infinitive; 'tener que' + infinitive; 'es' + emphatic adjective + infinitive.
  o Verb 'ser' (to be) in general descriptive or evaluative function vs verb 'estar' (to be) in particular evaluative function.
  o Emphasis markers: (adverbs) 'muy, sumamente, tremendamente, realmente…' or (adjectives) 'recomendable, importante, indispensable, necesario'.
- **Vocabulary:**
  o More kitchenware.
  o More eating habits (cooking verbs).
  o Expressing obligation or emphatic recommendations: 'tienes que, hay que…'
- **Intonation and pronunciation:**
  o Emphasizing obligation or emphatic recommendations: 'hay **que**, tenemos **que**, es **muy** importante, es **sumamente** bueno, es **recomendable**, es **indispensable'.**

SYLLABUS

Session 5 (4 hours)
Specific objective: giving healthy advice.
- **Communicative resources:**
  - Suggesting advice to look after the body.
  - Conveying meanings through gestures and signs.
  - Identifying a variety of expressions to give advice.
- **Grammar contents:**
  - 'Deber' (in the present or conditional) + infinitive: 'Tener que' + infinitive.
  - 'Para' + infinitive + 'lo mejor es/ va (muy) bien/ van (muy) bien'.
  - 'Si' (if)+ 'querer' (want) in present + infinitive + 'lo mejor es/ va (muy) bien/ van (muy) bien'.
  - 'Es/ son' + evaluative adjective + 'para' + noun/ infinitive.
- **Vocabulary:**
  - Some parts of the human body.
  - Some verbs which express benefits for health.
- **Intonation and pronunciation:**
  - Vibrant sound of the final '**r**': 'fortalece**r**, mejora**r**, camina**r**, preveni**r'.**

AUDITORY-ORAL PROJECT (SUGGESTED):
Individual work:
  a) In a paper, the student writes one or two recommendations of physical exercise to improve health. It will be accomplished with some of the structures we have studied in class. Example: 'para adelgazar lo mejor es caminar muy rápidamente'. Then, the student will fold the paper and leave it in a box on the teacher's desk.

  b) Once everyone has put the paper in the box, the teacher will randomly pick 7 recommendations and read them out loud twice. Each student will write what they listen to. Then, each one will read their written paper. Finally, the students will hand their written papers to the teacher.

Group work:

  c) Lastly, everyone will try to carry out these 7 recommendations in the classroom.

Session 6 (4 hours)

Specific aim: describing health states and giving solutions.
- **Communicative resources:**
  - Expressing moods and health states.
  - Describing diseases, pains or symptoms.
  - Give remedies to diseases or pains.
- **Grammar contents:**
  - 'Estar' + adjective to explain a mood or a health state.
  - 'Me/ te/ le/ nos/ os/ les + doler' (verb in passive voice) + part of the body; 'tener dolor de' + part of the body.
  - Affirmative imperative ('tú, vos, vosotros/as, usted, ustedes')
  - 'Alguien' (someone).

SYLLABUS

- **ModVocabulary:**
  - o Moods.
  - o Some diseases, pains and symptoms.
- **Intonation and pronunciation:**
  - o Putting emphasis in the stressed syllable in the imperative.

Session 7 (4 hours)

Specific aim: describing memories and expressing opinions about circumstances or past events.

- **Communicative resources:**
  - o Having conversations about how the world used to be.
  - o Being for and against in conversations or discussions.
- **Grammar contents:**
  - o Introduction to verb conjugation and uses of the past ('imperfecto del indicativo') with regular verbs.
  - o Contrast between present and past ('imperfecto') indicative.
  - o 'Estar + de acuerdo/ en desacuerdo + con' (Agree, disagree)
  - o 'Pensar/ creer que' + indicative present. [Only affirmative form].
- **Vocabulary:**
  - o Expressions to be for or against (verbs, adverbs and phrases).
  - o Ages and historical periods.
  - o Historical terms about society and politics: different kinds of governments, rights and social-political actions.
- **Intonation and pronunciation**:
  - o Emphasis in the stressed syllable of the past ('imperfecto'): 'com**í**a, cami**ná**bamos, vi**ví**an, estu**dia**bais, can**ta**ba'.

Session 8 (4 hours)

Specific aim: describing experiences of the past and comparing them with the present.
- **Communicative resources**:
  - o Comparing characteristics of several places in the past and the present.
  - o Expressing our own experiences or someone else's in the past.
- **Grammar contents:**
  - o More verbs in the past ('imperfecto') and irregulars: 'ser', 'ir', 'ver' (to be, to go, to see). Time markers to contrast the past and the present: 'en aquellos años, en esa época, entonces; hoy en día, actualmente, ahora…'
  - o 'Ya no/ todavía' + present indicative.
  - o Time markers to express a distant past: 'de niño, cuando' + past ('imperfecto'),' 'a los' + number of years + past ('imperfecto').
- **Vocabulary:**
  - o Life stages.
  - o History milestones: inventions, discoveries and appearances.
- **Intonation and pronunciation:**
  - o Time markers intonation.

SYLLABUS

Session 9 (4 hours)

Specific aim: describing memories (personal or historical events)
- **Communicative resources:**
  o Giving details of personal experiences in socially significant and historical events.
  o Expressing a variety of actions chronologically.
- **Grammar contents:**
  o 'Pretérito indefinido' (past simple): some irregular verbs.
  o Contrast between past tenses ('indefinido' vs 'imperfecto').
- **Vocabulary:**
  o Some historical events.
  o Some emotions: cry, laugh, get angry, get excited ('llorar, reír, enfadarse, emocionarse').
- **Intonation and pronunciation:**
  o Sounds '**t**' and '**d**'.

Session 10 (4 hours)
Specific aim: telling anecdotes or past stories.
- **Communicative resources:**
  o Expressing events or actions in a broad context.
  o Telling memories in the distant and near past.
- **Grammar contents:**
  o 'Estar' (To be in past simple) + gerund.
  o 'Estar' (in 'imperfecto') + gerund.
  o Connecting words to establish narrative sense: 'el otro día, de repente, poco después, resulta que…'

- **Vocabulary:**

  o Adverbs and adjectives to talk about memories and experiences.
  o Emotional expressions: '¡qué emoción! ¡qué nervios!'

- **Intonation and pronunciation**

  o Intonation to express narrative sense with **discursive markers**: 'al día siguiente, entonces, de pronto'.

READING AND WRITING EXAM

Module 5

General objectives:

a) 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.

SYLLABUS

b) The student will interact in a standard register of the foreign culture.

c) The student will deal with flexibility in different communicative situations in an immediate context but also in distant environments.

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.

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- **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**: prohib**ido**/prohib**ío**, 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'): 'norm**al,** habitu**al,** cuantific**ar,** convers**ar,** obligatoried**ad'.**

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

SYLLABUS

- **Intonation and pronunciation:**
  - o Vowel link vs. consonantal hiatus in periphrases: (volver + a = vol**ver a** caminar / de**jar** – **de** hablar).

Session 5 (4 hours)

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

- **Communicative resources:**
  - o Expressing changes in personal or working life.
  - o Questioning the possibility of changes or permanence.

- **Grammar contents:**
  - o Some verbal periphrases: 'Llevar'/ 'seguir' + gerund; 'llevar'/ 'seguir' + 'sin' + infinitive.
  - o Some time markers: 'desde'/ 'desde que'/ 'desde hace'.

- **Vocabulary:**
  - o Working and personal activities.
  - o Greetings and farewells in formal letters and emails.
  - o Vocabulary about periods and careers.

- **Intonation and pronunciation:**
  - o 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:**
  - o Expressing certain thoughts about the future.
  - o Expressing beliefs.

- **Grammar contents:**
  - o Thinking expressions: 'creo que'/ 'pienso que' + future indicative.
  - o Some probability expressions: 'estoy seguro/a', 'probablemente.

- **Vocabulary:**
  - o Word changing (verb → noun) for the future: 'extinguirse, la extinción'/ 'aparecer, la desaparición'.

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- **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: 'habla**r**é', 'habla**r**ás', 'habla**r**emos.

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:**

SYLLABUS

  o Stressed syllable.

Session 9 (4 hours)

Specific objective: telling stories with a narrative sense.

– **Communicative resources:**

  o Expressing likes about film genres.

  o Telling the plot of films or novels in different nationalities.

– **Grammar contents:**

  o Some connective words to express reason: 'por', 'porque', 'como.'

  o Some connective words to express contrast: 'pero, aunque, sin embargo'.

  o Some Direct Object and Indirect Object pronouns.

– **Vocabulary**:

  o Vocabulary to tell the pllot 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'.

  o Vocabulary about cinema, literature and pop culture.

  o Film and literature genres.

– **Intonation and pronunciation:**

  o 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:**

  o Telling jokes to emphasize cultural differences and to express stereotypes.

  o Telling messages seen or heard in advertisements.

– **Grammar contents:**

  o Some narrative linkers: 'y', 'entonces', 'en ese momento', es ahí que', 'de pronto', 'de repente', 'al final'.

  o Structures to express opinions: 'Es'/ 'me parece'/ 'a mí me parece' + opinion adjective; 'Está + bien/ mal que'…

SYLLABUS

- **Vocabulary**:
  - o Talking verbs: 'contar', 'narrar', 'cotillear/ chismear'.
  - o 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'.
  - o Opinion adjectives to express emotions: 'impactante', 'divertido/a', 'efectiva/o'.

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

READING AND WRITING EXAM.

> **Module 6**

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.

Session 1 (4 hours)

Specific objective: to formulate emphatic suggestions and recommendations.

- **Communicative resources:**
  - o Analyse advertising slogans.
  - o Offering emphatic recommendations on topics of social interest (ecology, media, etc.)

- **Grammar content:**
  - o Conjugation of the regular imperative in affirmation and negation for the persons 'tú' and 'usted'.
  - o Some verbs in the irregular imperative.
  - o Functioning of OD and OI pronouns with the imperative.

- **Vocabulary:**
  - o Advertising vocabulary: professionals and companies; types of advertising and elements of advertising; advertising verbs and adjectives; anglicisms for advertising.

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- **Intonation and pronunciation:**
    - Grave emphasis of the imperative (in affirmation and negation): **co**me, no **co**mas, **co**ma, no **co**ma, **can**ta, no **can**tes, **can**te, no **can**te, 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: deber**í**a, tendr**í**a, 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.

SYLLABUS

- **Vocabulary**:
  - o Vocabulary about social activism.
- **Intonation and pronunciation:**
  - o Emphasis and pronunciation of the final vowel of subjunctive: 'que **ha**bles', 'que **be**bas', 'que **su**bas'.

Session 4 (4 hours)

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

- **Communicative resources:**
  - o Expressing demands for social causes or neighbours.
  - o Discuss personal and social agreements or disagreements.
- **Grammar contents:**
  - o Introduction to irregular conjugations of the present tense subjunctive.
  - o Querer'/ 'necesitar'/ 'desear'/ 'solicitar' + infinitive vs. present subjunctive (change of grammar person).
- **Vocabulary** :
  - o 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: 'c**e**rrar → que c**ie**rre'; 'p**o**der → que p**ue**da'; 'p**e**dir → que p**i**da'.

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.

SYLLABUS

- **Intonation and pronunciation:**

  o Difference in the pronunciation of the vowel in the indicative and subjunctive: : cuando ven**go** → cuando veng**a**; cuando pued**es** → cuando pued**as**; → cuando termin**a**mos → cuando termin**e**mos, 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 :**

  o Medias, social media and types of messages.

  o Abbreviations for written communication.

- **Intonation and pronunciation:**

  o Emphasis in the pronouns and the verbs used in the indirect discourse: **te** esper**o** (dijo que **me** esper**aba**).

Session 7 (4 hours)

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

- **Communicative resources:**

  o Talking about the use of social media.

  o Convey plans and orders as an intermediary with clarity.

SYLLABUS

- **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.

SYLLABUS

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.

SYLLABUS

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).

Session 1 (4 hours)

Specific objective: discussing likes, emotions or feelings in diverse scenarios and showing disagreement.

- **Communicative resources:**
    o Expressing negative feelings in daily life or special situations.
    o Showing different levels of disagreement.
- **Grammar contents:**
    o Structures to show dislike and opposition in the passive voice: 'me/ te/ le/ nos/ os/ les' + 'molestar/ incomodar/ disgustar/ irritar.
    o Structures to show dislike and opposition in the active voice: 'odiar, no aguantar, no soportar'.
- **Vocabulary**:
    o Some verbs to express feelings and emotions.
    o Kinds of manias.
    o Some nouns and emphatic expressions which imply emotions.
- **Intonation and pronunciation:**
    o 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:**
    o Expressing positive feelings in daily life or special social situations.
    o Discussing giving arguments.
- **Grammar contents:**
    o Structures to convey likes in the passive voice: 'me/ te/ le/ nos/ os/ les' + 'gustar/ encantar/ fascinar/ apasionar'.

o   Formal markers: '**tú**' and '**usted**.

– **Vocabulary**:

o   More verbs to express emotions and feelings.

o   Expressions to retort: 'pero si…, pues'.

– **Intonation and pronunciation:**

o   Intonation of the **'eco'** questions.

Session 3 (4 hours)

Specific objective: describing and evaluating objects and places.

– **Communicative resources:**

o   Identifying characteristics of objects and places.

o   Giving detailed descriptions of objects and places.

– **Grammar contents:**

o   Sentences with parentheses expressed with commas **(,)**.

o   Identifying sentences (with relative pronouns): '**el que, los que, la que, los que, *lo que**'.

o   Descriptive sentences (with relative pronouns and prepositions): '**con** el que, **a** la que, **de** los que, **por** las que'.

– **Vocabulary:**

o   Personal use objects (clothes and accessories).

– **Intonation and pronunciation:**

o   Intonation of sentences with parentheses (,).

Session 4 (4 hours)

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

– **Communicative resources :**

o   Expressing opinions about objects and places.

o   Identifying specific characteristics of places and objects.

– **Grammar   contents :**

o   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.

o   More structures to express opinon: **A mí, lo/ eso/ esto de** + noun/ infinitive + me parece + adjective/ adverb; A mí, **lo que** + me parece + adjective/ adverb + es…

– **Vocabulary :**

o   Adjectives and adverbs to describe and evaluate objects.

SYLLABUS

- **Intonation and pronunciation:**
  - o 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: ¡grand**ísimo**!, ¡bell**ísimas**! 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!

SYLLABUS

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: pod**ría,** invita**ría,** ha**ría,** 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: 'com**e,** que com**a;** piens**a,** que piens**e**'.

SYLLABUS

Session 9 (4 hours)

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

– **Communicative resources:**
- o Expressing conjectures in the present tense.
- o Expressing conjectures in the past tense.

– **Grammar contents:**
- o The use of the future simple to conjecture about the present.
- o Conjugation and use of compound future ('habré/ as/ a/ emos/ éis/ an + participe') to make conjectures about the past.

– **Vocabulary:**
- o Vocabulary about universal history: países, épocas, modas, eventos y personajes famosos.

– **Intonation and pronunciation:**
- o Accent in the future perfect: habr**é** terminado, habr**ás** hecho, habr**án** tenido, etc.

Session 10 (4 hours)

Specific objective: expressing trust or mistrust.

– **Communicative resources:**
- o Describing our own personality according to the level of trust in social interactions.

– **Grammar contents:**
- o 'Creer **en**' + personal pronoun/ noun/ infinitive; creer en mí/ creer en la vida/ creer en seguir adelante, etc.
- o **Creer** que + sentence (in indicative or subjunctive). Example: creo que **podemos** empezar inmediatamente/ no creo que **podamos** empezar inmediatamente, etc.
- o Me/ te/ se/ nos/ os/ **se lo** + creer. Example: **me lo** creo; **se lo** cree, etc.

– **Vocabulary :**
- o The verb 'creer: creer, creerse, creer en'.
- o Adjectives to describe someone's level of trust: segura/o, indeciso/a, inamovible, inmutable, persistente, dudosa/o, enfocada/o, etc.

– **Intonation and pronunciation:**
- o Pronunciation of continuous double vowels: 'cr**ee**r, pos**ee**r, prov**ee**r, **ree**mbolsar, **ree**nviar; c**oo**rdinar, c**oo**perar, c**oo**ptar, c**oo**rganizar',

READING AND WRITING EXAM.

General objectives:

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

Session 1 (4 hours)

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

Session 2 (4 hours)

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

– **Intonation and pronunciation**
  o Double sound of '**y**': constru**i**r **y** constru**y**ó.

SYLLABUS

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: ' f**ue** in**au**gurado, han sido **au**tomatizados'.

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.

SYLLABUS

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 (SUGGESTED):

Individual work:
a) Listening to a text twice and answering the questions related to the meaning and use of words and expressions in the text.

Work in couples:
b) Preparing a presentation about the destinations that each couple would like to visit (cultural, food, geographical, historical or artistic reasons).

Group work:
c) Participating

Session 6 (4 hours)

Specific aim: organizing ideas in a text to explain an argument.
−   **Communicative resources:**
    o   Writing a coherent argumentative text.
    o   Expressing agreement or disagreement with the speakers' arguments.
−   **Grammar contents:**
    o   Structures to introduce, amplify, summarize and conclude information: 'en primer lugar, además, en fin, en resumen'.
    o   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:**
    o   Linkers to organize the discourse.
    o   Expressions to imply agreement or disagreement.
−   **Intonation and pronunciation:**
    o   Intonation of the comma in linkers of organisation: 'por un lado,... además,... en resumen'.

SYLLABUS

Session 7 (4 hours)

Specific aim: discussing different perspectives to negotiate and agreement.
- **Communicative resources:**
  o Asking for and giving an opinion.
  o Expressing our own proposal and supporting or rejecting other people's ones.
- **Grammar contents:**
  o Structures to give opinions and proposals.
  o Conditional linkers with subjunctive: 'a condición de que, siempre que, siempre y cuando, con la condición de que, a no ser que'.
  o Conditional linkers with indicative: ' si, sólo/ únicamente si, incluso si'.
- **Vocabulary:**
  o 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'.
  o 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**
  o 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:**
  o Talking about costumes and particular traditions.
  o Expressing opinions about risky sports.
  o Expressing like or dislike with activities.
- **Grammar contents:**
  o Lo que + conditional + es + infinitive.
  o Comparative opinions: para mí, es **más** + evaluative adjective + noun + **que** + noun.
  o Conditionals to express posibility: 'lo haría o no lo haría'.
- **Vocabulary:**
  o Risky sport nouns.
  o Categorical expressions: ' ni aunque me pagaran, de ninguna manera, tengo pánico a…, por supuesto que sí, de mil amores, con (mucho) gusto lo haría.
  o Expressions to describe new activities: 'consiste en…, se considera/ está considerada como…, se practica en/ con…, existe desde…, se popularizó en…'
- **Intonation and pronunciation**
  o 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:**
  o Showing lack of knowledge towards new information.

- o Talking about history and traditions.
- o Expressing possibility.
  - – **Grammar contents:**
    - o '(Yo) no sabía que' + imperfect indicative/ past perfect indicative/ impersonal expression 'hay'.
    - o Difference between 'estar' and 'haber' in impersonal form to show presence: 'estaban José y Alejandra/ había dos personas'.
    - o Distinction between some uses of the present indicative and conditional.
  - – **Vocabulary**:
    - o Vocabulary about archeological sites.
    - o More risky sports nouns.
    - o Negative expressions with 'tampoco': 'yo tampoco sabía, tampoco conocía, a mí tampoco'.
  - – **Intonation and pronunciation**
    - o Distinction between sounds in the imperfect and conditional (with verbs ending in -er, -ir in their infinitive form): segu**í**a - segui**rí**a, quer**í**a – quer**rí**a, pod**í**a – pod**rí**a, viv**í**a – vivi**rí**a.

Session 10 (4 hours)
Specific aim: suggesting or giving advice for difficult situations and reacting to hypothetical situations.
  - – **Communicative resources:**
    - o Expressing fears and phobias.
    - o Giving advice or suggesting with different levels of emphasis.
    - o Describing hypothetical reactions to imaginary situations.
  - – **Grammar contents:**
    - o 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?
    - o 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.
    - o Introduction to conjugation of imperfect subjunctive.
  - – **Vocabulary**:
    - o Nouns and verbs related to phobia: 'sentir ansiedad, entrar en pánico, tener miedo a/ de, pasarlo mal/ fatal'.
    - o Fear expressions: 'tener/ perder el/ superar el/ lidiar con el/ vivir con + miedo' (adjective: 'irracional, enorme'.)
    - o Verbs to give advice: 'aconsejar, sugerir, recomendar'.
  - – **Intonation and pronunciation:**
    - o Grave accent when conjugating the imperfect of subjunctive (except in 'nosotros'): 'tu**vie**ra, lle**va**ras, ro**ba**ran, qui**sié**ramos'.

WRITING AND READING EXAM.

SYLLABUS

Module 9

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.

Session 1 (4 hours)

Specific aim: describing characteristics, likes and personal hobbies related to social groups.
- **Communicative resources:**
  o Describing the physical and personality traits of cultural and social groups.
  o Expressing personal likes.
- **Grammar contents:**
  o 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.
  o How changing verbs work: 'volverse, convertirse en, transformarse en, quedarse en/ con, hacerse'.
  o 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**:
  o 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'.
  o 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:**
  o Intonation of the expressions to agree and disagree.

Session 2 (4 hours)

Specific aim: expressing complex opinion discourses.
- **Communicative resources:**
  o Expressing an explanatory discourse according to an opinion.
  o Describing causes and consequences for imaginary situations.
- **Grammar contents:**
  o Some discourse linkers to improve expressions, add information, explain an alternative or contrast ideas.

o Some uses of the prepositions 'por' and 'para'.
– **Vocabulary**:
o 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'.
o 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:**
o The soft sound '**r**' in 'pa**r**a and strong sound in 'po**r**'.

Session 3 (4 hours)

Specific aim: describing people and probable or imaginary situations.
– **Communicative resources:**
o Describing couple and relationships characteristics.
o Describing people or ideal places for imaginary situations.
o Expressing improbable situations.
– **Grammar contents:**
o 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'.
o Some time correlations and verbal modes in sentences linked with relative pronouns.
o Introduction to the conjugation of imperfect tense of subjunctive with regular verbs in a low probability function: 'hablara, bebiera, viviera'.
– **Vocabulary**:
o 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'.
o Some regular verbs in imperfect tense of subjunctive to describe people or situations: 'hablar, cantar, comer, beber, vivir, escribir'.
– **Intonation and pronunciation:**
o Different intonation between past simple ('yo') and present subjunctive ('yo, ella, él') with verbs ending in '-ar': 'cami**né**, ca**mi**ne; regre**sé**, re**gre**se; can**té**, **can**te; ha**blé**, **ha**ble'.

Session 4 (4 hours)

Specific aim: having a conversation about cultural issues (literature, architecture, music, history, territory) which define cities.
– **Communicative resources:**
o Expressing opinions with an intermediate level of formality in written texts.
o Describing and comparing cities and towns in detail.

SYLLABUS

- **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 aim: 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.

SYLLABUS

Session 6 (4 hours)

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

Session 7 (4 hours)

Specific aim: making dialogues about travel expectations as well as the impressions of the visited cities.
– **Communicative resources:**
  o Describing old and modern cities.
  o Expressing remote possibilities..
  o Comparing expectations and impressions of a city.
– **Grammar contents:**
  o Participles which work as adjectives (gender and number): 'la plaza fundada en 1533, la catedral rodeada de columnas'.
  o Frequent verbs conjugation in 'imperfecto' of subjunctive and the remote probability function: 'hubiera, fuera, estuviera'.
  o 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**:
  o Vocabulary linked to the history of cities: ' fundada, declarada, considerada, situada, destruida, expuesta, diseñada, rodeada'.
  o Expressions to convey impression: 'no sabía que, quedé sorprendida de, pensaba que'.
– **Intonation and pronunciation:**
  o Intonation 'grave' of the imperfect subjunctive form (except for 'nosotros'): ' **fue**-ra, **fue**-ras, ***fue**-ra-mos, **fue**-rais, **fue**-ran'.

SYLLABUS

Session 8 (4 hours)

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

- **Communicative resources:**
    - o Creating dialogues about grants programs, no matter if you have participated in one or you would like to.
    - o Sharing descriptions and impressions about events (for example, a photography contest).
    - o Expressing the requirements to participate in an event or contest.
- **Grammar contents:**
    - o The use of past simple indicative to express actions or plans in the past.
    - o Structures to express impressions about an object; 'uizás + subjunctive; me parece que + indicative; me gusta + infinitive/ noun; me gusta que + indicative/ subjunctive'.
    - o The use of the future to express requirements.
- **Vocabulary:**
    - o Vocabulary linked to procedures to participate in professional or academic programs: application, general terms, selection process, meet the requirements, deadlines, effect.
    - o Verbs related to artistic expressiveness: 'retratar, narrar, relatar, expresar, reflejar, representar, transmitir, evidenciar, mostrar, dar a entender'.
- **Intonation and pronunciation:**
    - o Distinction of pronunciation for the person '**yo**' with verbs ending in –**ar** between the '**pretérito indefinido**' and the future: 'solic**ité** – solicit**aré**; mos**tré** – mostr**aré**'.

Session 9 (4 hours)

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

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

o Vocabulary about callings: professional, academic and artistic.
- **Intonation and pronunciation:**
  o Different pronunciation between '**qu**' and '**cu**'; '**cu**al**qu**iera, **cu**al, **qu**e'.

Session 10 (4 hours)

Specific aim: describing vacancies, callings or tendering which we have applied for.
- **Communicative resources:**
  o Expressing requirements which the candidate must have completed in the past and the ones that have to be accomplished in the future.
  o Expressing recommendations to meet the criteria of callings or to participate in institutional applications.
- **Grammar contents:**
  o Compound infinitive form: 'haber + participle'.
  o Contrast between the use of infinitives (simple and compound).
  o 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:**
  o Active verbs and reflexive mode for the compound infinitive: '**haber** estudiado, **haber** hecho, **haberse** graduado, **haberse** beneficiado'.
  o 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:**
  o Pronunciation of diphthongs or monophthongs: hab<u>er he</u>cho, hab<u>er es</u>tado, hab<u>er a</u>mado; haber<u>se e</u>chado; haber<u>se es</u>condido, haber<u>se e</u>nojado, etc.

READING AND WRITING EXAM.

Module 10

General objectives:

a) The student will be able to create discourses with steady rhythm: clear, coherent and cohesive enough, even though there are some hesitations when it comes to think of the correct structure.
b) The student will show grammar control to understandably interact. The possible mistakes will be immediately corrected.
c) The student will have a linguistic range of structures to describe and give opinions about general topics, although mistakes are expected.

Session 1 (4 hours)

Specific aim: describing gestures, signs and body language to express physical and emotional states.
- **Communicative resources:**
  o Talking about experiences related to sport benefits in our body.
  o Expressing voluntary and involuntary body actions.

SYLLABUS

- **Grammar contents:**
    - o Structures to express benefits: 'ayudar a/ permite + infinitive; aumentar/ reducir/ disminuir + noun; sirve para + infinitive/ noun'.
    - o Some reflexive verbs related to body mobility: 'levantarse, dormirse, ponerse en pie, acostarse, rascarse'.
- **Vocabulary**:
    - o Vocabulary to express benefits: 'sirve para, ayuda a, aumenta, reduce, permite'.
    - o Body movements (voluntary or involuntary): ' levantarse de la cama, ponerse en pie, pedalear, correr, peinarme, señalar; parpadear, estornudar, toser, reír, temblar, sonrojarse, rascarse, dormir, bostezar'.
    - o Parts of the body: upper and lower part (except fot head).
- **Intonation and pronunciation:**
    - o Sounds '**ei**', '**ie**' in a diphthong and in a hiatus: '**pei**narme, **re/ír**, **mie**nte, sonr**í/e**.

Session 2 (4 hours)

Specific aim: describing activities that can be done with our body.
- **Communicative resources:**
    - o Identifying body postures.
    - o Expressing imaginary similarities.
- **Grammar contents:**
    - o The use of present indicative to give instructions.
    - o Structures to convey body postures: verb + noun (part of the body) + adjective/ gerund/ adverb/ preposition with/ with or without infinitive.
    - o 'Como si' + imperfect subjunctive.
- **Vocabulary**:
    - o Some body postures: 'de pie, sobre los talones, de rodillas, sentada/o, con la espalda recta, de puntillas/ puntitas, tumbado/ acostado.'
    - o Reflexive verbs to use in a sport routine: 'mantenerse, tumbarse, sentarse, colocarse, flexionarse, agacharse, levantarse, estirarse'.
    - o More parts of the body: head ('ceja, entrecejo, mentón') and specific parts 'dedo, uña, axila, muñeca, planta del pie, músculo').
- **Intonation and pronunciation:**
    - o Intonation '**como si**' as a sentence linker.

Session 3 (4 hours)

Specific aim: describing the body postures according to their standard meaning.
- **Communicative resources:**
    - o Describing moods and personality traits that body gestures convey.
    - o Give instructions so that other people adopt certain body postures or gestures.
- **Grammar contents:**
    - o Some uses of 'ser' and 'estar'.
    - o Semantics and the use of 'transmitir', 'mostrar' and 'sentirse' (when describing personalities): 'está aburrida, es indeciso, muestra confianza, transmite seguridad, se siente frustrado'.

SYLLABUS

- o Uses of 'ponerse' and 'quedarse' related to body postures: 'ponerse/ quedarse' + adverb/ adjective/ participle; 'ponerse a' + infinitive; 'quedarse' + gerund
- o Introduction to distinguishing active, reflexive and reciprocal verbs: 'muerde, se muerde, se muerden'.
  - **Vocabulary**:
    - o Movements we do with our body: 'acariciar, inclinar, pisar, gesticular, apuntar, fruncir'.
    - o Verbs with multiple modes (active, reflexive, reciprocal): 'levantar(se), acostar(se), tocar(se), estirar(se)'.
    - o Frequent expressions about body actions: ' desviar la mirada, encogerse de hombros, arquear las cejas, dar un beso/ un abrazo/ un paso/ media vuelta, pegar un salto, morderse las uñas/ la lengua.
  - **Intonation and pronunciation:**
    - o Emphasis in the direct object pronoun ('**me**, **te**, **se**, **nos**, **os**, **se**') in **reflexive** and **reciprocal** mode.

Session 4 (4 hours)

Specific aim: describing conflictive situations and some mechanisms to face those conflicts.
- **Communicative resources:**
  - o Identifying different resources for conflict mediation.
  - o Expressing dislike with a dissatisfying or dishonest service.
- **Grammar contents:**
  - o Structures to describe dissatisfying experiences: past simple + un fiasco/ una estafa/ un problema/ un error; desentenderse de + la situación/ el asunto/ el problema; hacerse el/ la + ofendido/ desentendido/ olvidadizo; hacer + adrede/ a propósito; el/ la muy + descarado/ cara dura/ corrupto; hacer caso; hacerse cargo de; dejar claro que.
  - o Structure of compound words: prefix+ word; word+ word.
- **Vocabulary**:
  - o Expressions about working, living, scholar, communitary, familiar or consuming conflicts mediation: workers, chiefs, bullying or mobbing, contracts, mortgages, scams, divorces, heritages...
  - o Some compound words: (with prefixes) desorganizado/a, irrespetuoso/a, impresentable, inmaduro/a; (with two words) aguafiestas, hazmerreír, puntapié
- **Intonation and pronunciation:**
  - o Intonation of expressions for **dissatisfying** experiences.

Session 5 (4 hours)

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

CONVERSATION CLUB:

Creating dialogues about conflicts: (working places, scholar, neighbors, familiar or consumption), contexts and causes.

SYLLABUS

a) Expressing points of view.
b) Referring to past experiences (our own or not) or hypothetical-imaginary related to the topic.
c) Classifying opinions in two groups: justified reasons and unjustified causes (according to the actions, involved parts and contexts).
d) Explaining our own opinions and replying to the explanations of other members of the group
e) Proposing a summary about the opinions expressed in class and giving a conclusion for the topic.

ORAL-AUDITORY PROJECT (SUGGESTED):

Individual work:
a) Listening twice to some of the reasons why there exists bad customer service and fill in the gaps with the option which describes best each of the causes.
b) Writing for and against arguments about a product or service according to someone playing a role (it could be the businessman or the service or even the customer).

Work in pairs:
c) Carry out a simulation in which a customer will make a complaint against a service or product and the businessman will assist him/her by tying to meet the customer's requirements.

Session 6 (4 hours)

Specific aim: making complaints and giving information intentionally.
– **Communicative resources:**
  o Conveying messages from a conversation to a third part (outside the initial interaction).
  o Making complaints and denouncing businesses or people.
  o Expressing intention (of a scam, a cheat or a lie).
– **Grammar contents:**
  o Verbal correlations in direct and indirect speech.
  o Using adjectives as nouns: 'un/ unos/ una/ unas' + adjective.
  o Distinction between the use of 'para' + infinitive and 'para que' + subjunctive.
– **Vocabulary**:
  o Compound adjectives: 'despistado/a, incompetente, impresentable, caradura, aguafiestas'.
  o Complaints vocabulary: 'devolución, queja, reclamación, exigencia, denuncia, demanda'.
  o Verbal forms to talk about conflicts: 'intervenir en, llegar a/ alcanzar (un acuerdo), ser víctima de, tergiversar, acosar, resolver, solucionar.
– **Intonation and pronunciation:**
  o Emphasis in the indefinite article when we use adjectives as nouns: '¡son **unos** incompetentes! ¡es **una** desordenada!

SYLLABUS

Session 7 (4 hours)

Specific aim: describing different levels of intention in a conversation.
– **Communicative resources:**
  o Contrasting the intention with the accidentality of some actions.
  o Justifying oneself in front of other speakers.
– **Grammar contents:**
  o Pronoun 'se' with accidental function: 'lo manché vs. se manchó/ se me manchó; lo tiraste vs. se cayó/ se te cayó'.
  o Indirect object pronoun as a complement in accidental structures: 'se **le** borró, se **nos** olvidó; se **te** resbaló'.
  o Structures of justifications and discursive explanations (with indicative and subjunctive): 'no se trata de... sino de; no es que... es que; no es verdad que... lo que pasa es que; no es que... sino que + indicative/ subjunctive'.
– **Vocabulary**:
  o Expressions of intention: 'a propósito, aposta, adrede, hacer queriendo, conscientemente; sin querer, sin darse cuenta, sin notarlo, sin intención'.
  o Expressions to justify and explain: '(no) es que, sino que, (no) se trata de, (no) es verdad que'.
– **Intonation and pronunciation:**
  o Intonation of the structures of **justification** and **explanation**.

Session 8 (4 hours)

Specific aim: conveying opinions and creating paraphrases to make dialogues about different informations.
– **Communicative resources:**
  o Making dialogues about neighbourhoods and areas.
  o Rephrasing and summarizing information about historical events.
  o Reflecting on the structure of journalistic chronicle and sport chronicle
– **Grammar contents:**
  o Verbal structures for a sport narrative: ' sufrir + un shock/ una derrota; asestar/ dar/ lanzar + un golpe/ un contragolpe; perder/ ganar + un mundial/ una competencia/ un partido'.
  o Uses and contrasts between past simple and 'pretérito imperfecto' in chronicles.
  o The suffix 'azo' or 'aza' as an evaluative enhancer.
– **Vocabulary**:
  o Expressions to talk about the history of a place: 'se construyó, se produjo, tuvo lugar, se convirtió en, se anexionó, debe su nombre a, procede de, se remonta a, fue fundada/ se fundó, se encuentra en, , data de, fue obra de'.
  o Nouns and verbs to describe sports: 'el triunfo, la victoria, un empate, el gol, el punto, el final, la final, la copa, el cinturón; atacar, remontar, ganar, perder, ser vencido, ser vencedor, empatar, anotar, derrotar, fallar, conseguir el triunfo, un hito, un hallazgo'.

o Adjectives to talk about characters and historical events: 'legendario/a, insólito/a, mítico/a, crucial, relevante, inolvidable, emblemático/a, irrepetible, ilustre, clave'.
– **Intonation and pronunciation:**
  o Emphasis of the suffix –**azo**, –**aza**.

Session 9 (4 hours)

Specific aim: telling events while giving an evaluative perspective.
– **Communicative resources:**
  o Evaluating and describing major events or sport events.
  o Relatar narrativamente eventos o sucesos sociales, deportivos, culturales o naturales. Telling social, sport, cultural or natural events in a narrative way.
– **Grammar contents:**
  o Contrasts between evaluative adjective syntax (before and after the noun) and descriptive adjectives (after the noun).
  o Some uses of the 'imperfecto' indicative: qualities, habits, with a journalistic-narrative effect.
  o Structures in participle and noun derived from verbs to make descriptions: 'arrollar → arrollado→ el arrollamiento; destruir → destruido→ la destrucción'.
– **Vocabulary:**
  o Adjective and nouns in sport: 'máximo goleador, ganador indiscutible, primer/ segundo/ tercer lugar, fantástica jugada, derrota traumática, aficionados locales'
  o Some social, cultural, natural and sport events to tell: 'una epidemia, un evento empresarial, una cumbre internacional, la final de un torneo, una gala'.
  o Some verbs which normally act as nouns: 'prohibir, abrir, desplomarse, desaparecer, conmocionar, arrollar, morir, fallecer, desalojar, destruir, evacuar'.
– **Intonation and pronunciation:**
  o Emphasis in evaluative adjectives: '¡**fantástico** jugador!, ¡el **máximo** anotador!'.

Session 10 (4 hours)

Specific aim: expressing intentions, events and past summaries.
– **Communicative resources:**
  o Stating frustrated intentions.
  o Determining the moment in the past in which an action happened.
  o Referir historias conocidas mediante la paráfrasis y la síntesis. Referring to known stories through rephrasing and synthesis.
– **Grammar contents:**
  o More uses of imperfect of indicative: expressing frustrated intention; an action interrupted with another action in the past.
  o The indirect speech (indicative and subjunctive) to express synthesis.

SYLLABUS

- **Vocabulary**:
  - Time markers to locate actions in the past: 'justo cuando, acabar de + infinitive + cuando, ya, ya no, aún, todavía'.
  - Some discourse linkers: 'entonces, en eso, y entonces, así que.
- **Intonation and pronunciation**
  - Énfasis de los **nexos discursivos narrativos**. Emphasis in narrative discourse linkers.

WRITING AND READING EXAM

Module 11

General objectives:

a) The student will be able to have a conversation properly and interact with the other speaker through an understandable discourse, although a foreign accent is acceptable.

b) The student will have a relatively high grammar control, although there will be some spontaneous mistakes which will be usually corrected.

c) The student will make use of a range of complex sentences and accurate vocabulary to participate in conversations about general topics with almost no difficulty.

Session 1 (4 hours)

Specific aim: discussing ecological challenges and necessities in the city.

- **Communicative resources:**
  - Talking about polluting disasters.
  - Discussing the necessities of daily life and the time to commute in the city.
- **Grammar contents:**
  - The adverb 'Cuando' + indicative/ subjunctive.
  - The adverb 'Mientras' + indicative/ subjunctive.
  - The adverbial expression "En cuando" + indicative/ subjunctive.
  - The prepositional expression 'Hasta que' + indicative/ subjunctive.
- **Vocabulary:**
  - Expressions related to polluting disasters: 'agentes contaminantes, combustibles fósiles, vertidos tóxicos, chapopote, crudo, marea negra, efecto invernadero'.
  - Verbs related to ecology: 'reducir, reciclar, generar, regenerar, producir, emitir, prevenir, evitar, controlar'.
  - Vocabulary related to daily life necessities: 'bienestar, arte y cultura, ocio, educación, servicios, trabajo, abastecimiento, bienes, vivienda/ hogar'.
- **Intonation and pronunciation:**
  - Different pronunciation between indicative and subjunctive: 'cuando baj**e**, cuando baj**a**; hasta que dur**e**, hasta que dur**a**; mientras tom**en**, mientras tom**an**; en cuanto termin**emos**, en cuanto termin**amos**.

Session 2 (4 hours)

Specific objective: discussing socially relevant topics in an ecological and environmental context.
- **Communicative resources:**
  o Describing natural disasters or provoked ones, such as forest fires.
  o Stating points of view about the environmental impact of meat production and consumption
- **Grammar contents:**
  o Time structures: 'disminuir + en cuanto; mejorar + cuando; reducir + hasta que; seguir subiendo + mientras'.
  o Uses of 'antes de (que)' and 'después de (que)' + infinitive / indicative/ subjunctive.
  o Use of cohesive linkers: 'el/ la/ los/ las citado/a /os /as + noun; dicho/a /os /as + noun; tal/ tales + noun; el/ la/ los/ las + noun+ antes mencionado/a /os /as'.
- **Vocabulary**:
  o Vocabulary related to causes, consequences and solutions of fires: 'descuidos al hacer hogueras, quema de rastrojos, acción de pirómanos; peligro de desertización, estiaje, desaparición de flora y fauna, desequilibrio ambiental; limpieza de los bosques, campañas de concientización, hacer cortafuegos, prohibición de quemas'.
  o Cohesive linkers: 'citado, dicho, tal, mencionado'.
- **Intonation and pronunciation:**
  o Intonation of **cohesive** linkers in a text.

Session 3 (4 hours)

Specific aim: discussing about possibilities in the future.
- **Communicative resources**:
  o Making predictions about the environment.
  o Describing processes related to environmental actions.
- **Grammar contents:**
  o Structure and uses of the compound future: 'haber' in the future + participle.
  o Nouns formed with verbs: 'la realización → realizar; el crecimiento → crecer; la decisión → decidir; el reciclaje → reciclar; el cambio → cambiar; el aumento → aumentar'.
  o Nouns formed with adjectives: 'la flexibilidad → flexible; la certeza → cierto; la belleza → bello; la escasez → escaso; la regularidad → regular; la flexibilidad → flexible'
- **Vocabulary**:
  o Vocabulary about the environmental future: 'el consumo de alimentos, la población, las enfermedades y las epidemias, las energías limpias/ renovables, los bosques, los mares, las montañas, los desiertos'.
  o Suffixes to make nouns: '-ción, -sión, -aje, -miento, -ida; -idad, -ez, -eza, -ura'.
- **Intonation and pronunciation**

SYLLABUS

o Pronunciation of suffixes to make nouns.

Session 4 (4 hours)

Specific aim: discussing the balance between work and leisure projects.

− **Communicative resources:**
  o Discussing collective funding projects.
  o Reflecting on the role of leisure and work in human life.
− **Grammar contents:**
  o Interrogative structure to ask for an opinion about a recent information: '¿te sientes + identificado/a con...? ¿Has pensado en ...? ¿Qué te parece...? ¿Qué opinas de...? ¿Qué elementos/ aspectos/ diferencias observas que' + subjunctive '(te gusten/ interesen/ llamen la atención'?
  o Interrogative structure to convey new information: '¿Saber (in imperfect tense) + 'que' + new information?
− **Vocabulary**:
  o Fields for collective funding: 'el medioambiente, el arte, la literatura, la moda, la salud, la tecnología, la historia, el turismo, la alimentación, las producciones audiovisuales'.
  o Expressions to show like/ dislike, agreement/ disagreement: 'me gusta, me encanta, me fascina, me late, me mola; no está mal, pero..., no me encanta, yo prefiero (otra cosa), no estoy de acuerdo, no me parece tan bueno/ lindo/ atractivo/ útil'..
  o Working vocabulary: 'horario, descanso, jornada, baja, permiso, incapacidad, vacaciones, feriados'.
− **Intonation and pronunciation:**
  o Intonation of **interrogative** structures in a conversation.

Session 5 (4 hours)

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

CONVERSATION CLUB:

The world before the year 2000 and after 2100: ¿What was the world like and what will it be like (in art, leisure, work, education, politics, daily life) in these 100 years?

a) Showing points of view.

b) Telling past experiences and creating hypotheses about the future and related to the topic.

c) Classifying opinions in two groups: similarities and differences.

d) Justifying our own opinions and replying to other people's ones.

e) Suggesting a summary of the ideas expressed in class and give a conclusion.

ORAL-AUDITORY PROJECT (SUGGESTED):

Individual work:

SYLLABUS

a) Listening to two texts about the concepts of utopia and dystopia twice, fill in the gaps (in the first text) and write the title of each paragraph (in the second one).

Work in groups of two or three people:

b) Participating in a dialogue about an utopic future and a dystopic one in the world after the year 2100.

Group work:

c) Explaining orally the conclusions of the dialogues. All the members must participate. They are allowed to check the notes, but not to read them literally. To conclude, the group can add some comments.

Session 6 (4 hours)

Specific aim: expressing positive characteristics against inconvenient conditions.

– **Communicative resources:**
  o Describing the validity of known events.
  o Describing the uncertainty of an event.
  o Making dialogues about ajob characteristics.
– **Grammar contents:**
  o Concessive clauses with ' aun**que**/ a pesar de **que'** + indicative/ subjunctive.
  o Concessive clauses with 'a pesar **de'** + noun/ infinitive.
  o Intensifier concessive clauses: 'por muy' + adverb + que + subjunctive; 'por mucho que/ por más que' + subjunctive clause.
– **Vocabulary**:
  o Verbs and expressions to explain the characteristics of a job: 'estar/ quedar lejos/ cerca de casa, incorporarse a un puesto/ una empresa, ir a una entrevista, solicitar un puesto de trabajo/ puesto fijo/ puesto provisional/ una plaza, horario laboral/ escolar/ flexible/ completo/ partido; medio tiempo o tiempo completo'.
  o Concessive adverbs and expressions: 'aunque, a pesar de, por mucho que, por más que, por muy bueno que'.
– **Intonation and pronunciation:**
  o Intonation of **concessive** clauses in a conversation.

Session 7 (4 hours)

Specific aim: making a dialogue about administrative aspects, working environment and human resources of an enterprise.

– **Communicative resources:**
  o Identifying a business' difficulties and proposing solutions.
  o Daily life discourse with sense.
  o Retaking information already mentioned, rephrasing it and putting examples.
– **Grammar contents:**
  o Use of cohesive devices: synonyms (**trabajo - empresa**); preposition+ article+ relative pronoun (**en los que**); possessive (**su** desempeño –del trabajador-); nouns (**el desarrollo** –de desarrollar-); pronouns to avoid repetitions (estudiar**lo**, diagnosticar**lo** y solucionar**lo**).

SYLLABUS

o Use of rephrasings and examples: 'esto es, tal/ tales como, o sea, es decir, por ejemplo, como, todo eso/ ello, por eso ello, gracias a eso/ ello, con eso/ello, para eso/ ello, sin eso /ello'.

– **Vocabulary**:
o Vocabulary related to people at work: 'ser/ parecer + capaz de/ accesible/ respetuoso/ tolerante/ dinámico/ arrogante/ emprendedor/ ambicioso; estar + disponible para/ dispuesto a/ capacitado para/ acostumbrado a; tener + experiencia en/ un buen currículum/ capacidad/ don de gentes/ capacidad/ disponibilidad/ facilidad'.
o Verbs related to working leadership: 'saber + reconocer/ trabajar/ transmitir; trabajar bien en equipo, dar la cara por' + people, 'transmitir + seguridad/ confianza/ tranquilidad/ apoyo';' dominar (bien) el entorno/ el programa/ varias lenguas'.

– **Intonation and pronunciation:**
o Intonation of **rephrasings** and **examples**.

Session 8 (4 hours)

Specific aim: describing the real and imaginary characteristics on the working and the educational fields.

– **Communicative resources:**
o Discussing the possible jobs which we would do in a different reality.
o Expressing opinions about different types of education.

– **Grammar contents:**
o Reviewing compound conditional: 'haber' + participle.
o Hypothetical structure in the past (with noun): 'cuando' +period of life noun + compound conditional → 'cuando niña/ adolescente/ joven me habría gustado practicar fútbol'.
o Hypothetical structure in the past with compound infinitive: 'de' + compound infinitive (que + clause) + compound conditional 'de haber sabido que era divertido, habría jugado más futbol en la infancia'.

– **Vocabulary**:
o The 3 double participles in Spanish: ' freír (frito/ freído), imprimir (impreso/ imprimido) y proveer (provisto/ proveído)'.
o Discourse cohesive devices: 'y es que, por si fuera poco, además, por un lado... por otro lado, otro aspecto/ elemento importante es..., al hablar/ abordar/ discutir este tema, incluso, así, así que'.
o Vocabulary related to education: 'enseñanza o escuela pública/ privada/ religiosa; impartir, sacar buenas/ malas notas o calificaciones; aprobar vs. suspender o reprobar; faltar vs. asistir a clases; estudiar para ser..., repetir, propiciar, fomentar, matricularse, cambiar de, apuntarse a clases de'.

– **Intonation and pronunciation:**
o Distinction between the two parts of the hypothetical structures ('antecedente - consecuente'): '**de niña**, lo habría hecho; **de haber ido contigo a la fiesta**, me habría divertido.

SYLLABUS

Session 9 (4 hours)

Specific aim: creating hypotheses for past actions with consequences in the past and the present.

- **Communicative resources:**
  - o Expressing regret about decisions taken in the past.
  - o Expressing imaginary and impossible actions in the present to plan hypothetical scenarios in the past.
- **Grammar contents:**
  - o 'Pluscuamperfecto de subjuntivo' (Past perfect subjunctive): 'haber' (in imperfect subjunctive) + participle.
  - o Hypothetical structure in the past (with subjunctive) ⮕ impossible conditions: 'pluscuamperfecto de subjuntivo' + compound conditional/ 'pluscuamperfecto de subjuntivo' → si **hubiera elegido** una profesión distinta, me **habría gustado**/ me **hubiera gustado** ser cantante'
  - o Hypothetical structure for the present: 'pluscuamperfecto de subjuntivo' + conditional→ 'si **hubiera ido** a la fiesta de ayer, ahora **estaría** desvelada'.
  - o Hypothetical structure in the past (to show regret): 'podría/ tendría que/ debería/ habría que/ me arrepiento de no/ lamento no' + compound infinitive→ '**tendría que haber ahorrado** para poder ir de viaje'.
- **Vocabulary**:
  - o Verbal expressions to show regret: 'arrepentirse de, reprocharse (algo), lamentarse de, dejar a alguien, terminar una relación, dejar de hacer algo, dejar a alguien hacer algo, pasar un tiempo en un lugar, dejar pasar el tiempo, pasar el tiempo sin hacer algo'.
  - o Verbs about hypothetical activities in the past: 'perseguir (a dream), buscar (a person), intentar (an activity), ir (place), tener (time/ clarity/ family), disfrutar (life/activities), pasar (time), viajar, conocer (people/ places)'.
- **Intonation and pronunciation:**
  - o Intonation in **regret** sentences.

Session 10 (4 hours)

Specific aim: discussing about good and bad decisions, their hypothetical alternatives and consequences.

- **Communicative resources:**
  - o Describing good decisions and reflecting on the hypothetical alternative (undesirable).
- **Grammar contents:**
  - o Uses and order of Direct and Indirect Object pronouns in blaming sentences: '**te lo** tendría que haber dicho, podrías habér**selo** prestado'.
  - o Cause linkers: 'a causa de que/ debido a que/ gracias a que/ ya que/ puesto que/ gracias a que/ por culpa de que/ dado que/ como' + clause in indicative; 'debido a/ gracias a/ por culpa de/ dado/a' + noun or pronoun.
  - o Comparative structure (to give emphasis): tan + adjective/ adverb + que; tanto/ os/ a/ as +noun + que; verb + tanto + que; al + infinitive.

SYLLABUS

- **Vocabulary:**
  - Life events and situations: 'comprar, alquilar, vender; compartir piso/ casa/ departamento con; mudarse a/ con; conocer a alguien; dar/ pedir/ solicitar una beca/ un préstamos; marcharse de casa/ la ciudad/ del país; abrir un negocio; contratar/ despedir a un trabajador/ colaborador'.
- **Intonation and pronunciation:**
  - Different intonation to express the cause and the consequence: 'debido a que me enfermé, (**entonces**) **no pude ir** al viaje de fin de cursos'.

WRITING AND READING EXAM.

Module 12

General objectives:

a) The student will be able to start, keep and end a conversation while respecting the speaking turn, although with some hesitations.
b) He/she will show a relatively high grammar control and a wide range of linguistic array (both formal and informal) in general topics.
c) The student will keep a constant pace in the conversation, with a clear pronunciation and with some pauses and the evidence of a foreign accent.

Session 1 (4 hours)

Specific aim: establishing the (communicative and grammar) aspects to consider when we want to change our jobs.

- **Communicative resources:**
  - Discussing about a person's professional stages (according to their age and culture).
  - Discussing the advantages and disadvantages of virtual school.
- **Grammar contents:**
  - Verbal structures with a figurative meaning: 'acuñar + un/ el término, darle la/ una vuelta a + algo, florecer + un concepto, matar el aburrimiento/ el tiempo, sacar + tiempo para/ partido/ provecho/ ventaja/ lo peor/ lo mejor/ un rato para/ conclusiones'.
  - Continuity verbal periphrases: 'seguir/ continuar' + gerund; 'seguir sin/ continuar sin' + infinitive.
  - Changing verbal periphrases: 'dejar de' + infinitive.
  - The impersonal voice (formal): 'se investiga, no se han resuelto, se concluye'.
- **Vocabulary:**
  - Expressions related to working environments: 'trabajar a tiempo completo/ tiempo parcial, incorporarse a un trabajo / una empresa, pasar de un puesto de trabajo a otro, cambiar de trabajo/ empresa/ puesto/ sector, dejar un trabajo/ los estudios, reinventarse'.
  - Some common anglicisms in education: 'gamificación, e-learning, online, flipped classroom, internet'.

SYLLABUS

- **Intonation and pronunciation:**
  - o Intonation of **verbal periphrases** of change and continuity.

Session 2 (4 hours)

Specific aim: describing economical aspects and educative system procedures.
- **Communicative resources:**
  - o Comparing some weaknesses of the Spanish educational system to other countries'.
  - o Expressing experiences of university and postgraduates courses.
- **Grammar contents:**
  - o Structures to talk about academic degrees: 'ser + licenciado/ maestro/ doctor en..., estar + graduado/ licenciado en/ diplomado/ especializado en ..., me/ te/ se/ nos/ os + licenciar/ graduar/ especializar en..., tener + experiencia + en/ como/ con'.
  - o Comparative structures: sentence + 'mientras que/ aunque/ en cambio' + sentence; sentence + 'comparado con/ en comparación' + noun/ personal pronoun/ sentence.
  - o 'Más de/ menos de/ antes de/ después de vs. Más que/ menos que/ antes que/ después que'.
- **Vocabulary**:
  - o Vocabulary related to the educational system: 'inversión en educación, nivel de fracaso/ deserción escolar, número de alumnos por clase/ curso, porcentaje de jóvenes que..., cantidad de horas por clase, cantidad de horas lectivas'.
  - o Verbal expressions for education: 'hacer o cursar un máster/ diplomado/ curso; matricularse en un doctorado/ un máster, acceder a un título/ la universidad, otorgar/ conceder un título/ una beca, asistir a un seminario/ un coloquio/ una ponencia, tener un título/ un grado/ un máster'.
- **Intonation and pronunciation:**
  - o The sound 'c', 'z' in Spanish and in Latin American regions.

Session 3 (4 hours)

Specific aim: identifying communicative and grammar requirements to conceptualize the elements which form the avant-garde art.
- **Communicative resources:**
  - o Talking about the characteristics of interpreting current art.
  - o Expressing opinions (for and against) and feelings that fleeting art produces.
- **Grammar contents:**
  - o Prefixing the adjective to express subjectiveness: 'extraordinaria pieza vs. pieza extraordinaria'.
  - o The use of evaluative and descriptive adjectives
- **Vocabulary**:
  - o Vocabulary linked to the formal artistic field: 'una instalación, una muestra, una pieza, una obra; periodos o escuelas artísticas (arte contemporáneo, vanguardista, clásico, barroco)'.

SYLLABUS

- o Metaphors to give opinions about art: 'olores dulzones/ cítricos/ amargos, imágenes potentes/ poderosas, sonidos estridentes, sensaciones grotescas, sentido musical, sonidos suaves, texturas interesantes, sabor a muerte/ nostalgia'.
- o Different adjectives used in artistic description: 'cálido/a, frío/a, denso/a, ligero/a, delicado/a, fuerte, interesante, vibrante, estridente, potente, penetrante, embriagador/a, áspero/a, disperso/a, vivaz, suave, tenue, empalagoso/a'.
- **Intonation and pronunciation:**
  - o Emphasis of **evaluative adjectives** in a conversation.

Session 4 (4 hours)

Specific objective: discussing opposed opinions about contemporary artistic expressions.
- **Communicative resources:**
  - o Talking about the different artistic materials.
  - o Reflecting on the grammar mistakes we assume and reproduce in daily life and colloquial contexts.
  - o Making artistic overlappings (linking poetry and painting, music and dance, sculpture and architecture).
- **Grammar contents:**
  - o Fixing frequent concordance mistakes: subject, gender, number, neuter pronouns.
  - o Discursive structures of colloquial language or slang/jargon: 'yo (no) diría que' + sentence, '(no) me parece' + adverb/ adjective, 'no es precisamente' + adjective, 'es' + positive adjective, 'aunque' + sentence.
- **Vocabulary:**
  - o Colloquial vocabulary for the artistic field: 'arte urbano/ efímero/ callejero/ comprometido/ de vanguardia/ improvisado/ de festivales/ popular/ amateur/ de principiantes/ de maestros'.
  - o Colloquial expressions:' ojos en todos lados, así de claro, así sin más, cualquier movida, se te sale el corazón por la boca, cuidarte las espaldas, ¡olé!, sentir pasos en la azotea, pa' (para), pos'/ ps (pues), na' (nada), quedao (quedado), perdío (perdido)'.
- **Intonation and pronunciation:**
  - o Intonation and musicality of **colloquial expressions**.

Session 5 (4 hours)

Specific aim: synthesizing the communicative and grammar elements to express problematic situations and denounces to consumption.
- **Communicative resources:**
  - o Creating denounces towards disconformity with goods and services.
  - o Work.

SYLLABUS

- **Grammar contents:**
    o Conditional sentences with subjunctive to imply possibility or hypothesis: 'salvo que/ siempre y cuando/ en caso de que/ siempre que/ a menos que' + present/ imperfect/ subjunctive past perfect.
    o Conditional sentence to convey possibility in the indicative: 'solo si' + indicative.
- **Vocabulary**:
    o Vocabulary about hiring services or goods: ' cláusula, plazos, contratar, cancelar, darse de alta/ de baja, pedir, exigir, solicitar, protestar, recibir, rescindir, prolongar, renovar, quejarse de, engañar, estafar, ofertas, publicidad, publicidad engañosa'.
    o Frequent expressions in contracts: 'condiciones, cláusulas, ceder, permitir, estar prohibido, incorporarse, las partes, comprometerse a, constar en/ de, abonarse, proceder a, regirse por, figurar en, cliente, contratante, proveedor'.
    o Vocabulary related to the commercial field of services and goods.
- **Intonation and pronunciation:**
    o Emphasis of conditional adverbial expressions in conditional sentences: 'recibirás un reembolso, **siempre que** el producto sea devuelto intacto, sin desempacar'.

ORAL-AUDITORY PROJECT (SUGGESTED):

Individual work:

    o Listening to a text about art as a profession twice, synthetizing and rephrasing the main ideas of each paragraph of the document.

Work in couples:

    o Identifying and creating dialogues about challenges and possibilities offered by art as a profession.
    o Creating a presentation on the previous topic with a discursive semi-formal tone.

Group work:
    o Explaining orally the presentation by using complex structures, with fluency and vocabulary variety. Finally, comments from the group will be allowed.

Session 6 (4 hours)

Specific aim: identifying the communicative and grammar elements to hire services and make complaints.
- **Communicative resources:**
    o Apply for supplies face to face and via phone.
    o Claim that a service is accomplished or a product is supplied.
    o Reflecting on the advertising of some products.

SYLLABUS

- **Grammar contents:**
  - Independent conditional sentences to express disgust: '**si; pero si; no, si**: ¡**si** ya lo habíamos hablado! (no comprendo esta discusión, si ya lo habíamos hablado), ¡**Pero si** estuve esperando por días! (no me pida esperar más, si estuve esperando por días), **No, si** nadie es capaz de darme un buen servicio (- No puedo ayudarle con su solicitud, -No, si nadie es capaz de darme un buen servicio').
  - Complaining structures: '¿por qué + **haber de' + infinitive**? (¿por qué habría de mentirle?), ¿**siquiera**/ al menos + sentence? (¿siquiera recibiré una compensación?), **ni siquiera**/ ni tan solo + sentence (ni siquiera recibiré una compensación), ¡**encima** + sentence! (¡encima debo esperar un día más!), **ponerse así** (me pongo así por su incompetencia), **si + past perfect subjunctive** (si hubiera llegado mi paquete…).
- **Vocabulary**:
  - Vocabulary related to customer 's service: 'ofrecer, servir, dar, conectar, restablecer, hacer/ levantar un reporte/ una queda/ una reclamación, opciones, alternativas'.
  - Vocabulary about the advertising of some products: 'propiedades mágicas, publicidad engañosa, mercadotecnia, calidad, boicotear, eficacia, etiquetado, envasado'.
- **Intonation and pronunciation:**
  - Intonation in **independent conditional** sentences and in **complaining expressions.**

Session 7 (4 hours)

Specific aim: analyzing through communicative and grammar resources some of the polemics present in social media with a situational reconstruction.

- **Communicative resources**:
  - Identifying polemic data in social media.
  - Describing discursive strategies to communicate polemic information.
- **Grammar contents:**
  - Prepositional structures to express purpose with infinitive: 'para/ con el objeto de/ con la intención de/ con el propósito de/ a fin de'/ movement verbs ('venir a, parar a, llevar a, llegar a, traer a, pasar a')/ influence verbs '(animar a, obligar a, invitar a, instar a, impulsar a, insistir *en') + infinitive.
  - Prepositional structures to express purpose with subjunctive: 'para que/ de modo que/ con el objeto de que/ con el propósito de que/ con la intención de que/ a fin de que/ no sea/ no vaya a ser/ verbos de movimiento (venir a, parar a, llevar a, llegar a, traer a, pasar a/ verbos de influencia (animar a, obligar a, invitar a, instar a, impulsar a, insistir *en)' + subjunctive.

SYLLABUS

- **Vocabulary**:
  - o Expressions to give information and specific data on the internet: 'porcentaje, por ciento (%), índice, nivel, coma, punto, triple uve doble/ doble u (www), punto com (.com), punto org (.org), punto es (.es), arroba (@), diagonal/ entre (/), guion medio (-), guion bajo (_); coincide que/ con, de la misma manera/ forma, en comparación con, en contraste con, al contrario que, en el mismo sentido que, a diferencia de'.
  - o Fixed syntagms used in polemic information: 'cundir el pánico, desatarse un conflicto/ una polémica, dispararse las alarmas, sentirse el ambiente tenso/ percibirse tensión en el ambiente, hacerse cargo de su responsabilidad'.
- **Intonation and pronunciation:**
  - o Pronunciation of internet expressions: 'triple uve doble/ doble u (**www**), punto com (**.com**), punto org (**.org**), punto es (**.es**), arroba (**@**), diagonal/ entre (**/**), guion medio (**-**), guion bajo (**_**).'

Session 8 (4 hours)

Specific aim: talking about the mechanisms to protect personal information and the political communication strategies.

- **Communicative resources:**
  - o Expressing opinions about the data protection law.
  - o Reflecting on the communicative strategies of some institutional campaigns and data mining.
  - o Discussion about the communication strategies used by political leaders.
- **Grammar contents:**
  - o Use of active participle (with a relational function): ' tocante a, perteneciente a, concerniente a, competente a, vinculante con'.
  - o Use of active participle (with adjective function): ' competente, incompetente, trascendente, demandante, existente, solicitante, precedente, donante'.
- **Vocabulary**:
  - o Legislative vocabulary: 'burocracia, hacer el papeleo, demandar, otorgar amparo/ ampararse, denunciar, promulgar/ cumplir/ aprobar/ establecer/ entrar en vigor/ estar en vigor/ derogar una ley; garantizar el cumplimiento/ la permanencia/ los servicios, velar por la seguridad/ los derechos, tramitar la denuncia/ el demanda, solicitar el procedimiento/ la información, acceder a la información'.
  - o Political vocabulary: 'candidatura, comunicación política, campaña, opositores, simpatizantes, militantes, partido político, voto, elecciones, periodo electoral, veda electoral, triunfo, derrota, ganar, perder'.
- **Intonation and pronunciation:**
  - o Different emphasis between active participle in **relational function** and **adjective function.**

SYLLABUS

Session 9 (4 hours)

Specific aim: reflecting on popular discourses and idioms through an analysis of their grammar and communicative structures.

– **Communicative resources:**
  o Expressing emotions and thoughts in standard social situations.
  o Offering comfort in sad, disgusting or unexpected situations.
  o Apologizing or rejecting invitations.
– **Grammar contents:**
  o Structure of a formal discourse: introduction, message, adaptation, showing gratitude.
  o Uses of simple and compound infinitives to express regrets or apologies: 'siento no poder ir, lamento no haber asistido, tendría que haberte escuchado'.
  o Use of consequence linkers to offer explanations: 'por lo tanto, en/ por consecuencia, por lo que, por consiguiente, entonces, ergo, de ahí que, así pues, consiguientemente, por ello'.
– **Vocabulary**:
  o Verbs to offer comfort or apologies: 'lamentar(se), sentir(lo), disculparse por, pedir perdón por, arrepentirse de, sentirse culpable por, debería/ tendría que, hubiera' + participle.
  o Verbs to talk in a colloquial and journalistic context: 'señalar, apuntar, afirmar, reivindicar, lamentar, referir, recordar, mencionar, indicar, enfatizar, negarse a, insistir en'.
– **Intonation and pronunciation:**
  o Intonation in **comfort and apologies expressions**.

Session 10 (4 hours)

Specific objective: creating emphatic discourses and informatively balanced to talk about culturally interesting topics.

– **Communicative resources:**
  o Expressing a country's characteristics with a positive emphasis.
  o Describing the stages which compound an effective political discourse.
– **Grammar contents:**
  o Strategies to balance the informative density in a discourse: different emphasis, listing, repetition, suggesting, rhetorical questions, definitions and etymology, synonyms and opposite words, examples, reinforcing arguments, cause and consequence linkers.
  o Comparative structures to give emphasis: sentence/ subject + 'como/ igual que/ se asemeja a/ una especie de' + sentence/ object; sentence + 'de la misma forma que' + sentence; verb+ con + noun + de + sentence/ object.
  o Exemplifying and clarifying structures: sentence+ 'pongamos por caso/ por ejemplo/ en concreto/ en particular/ por decir algo' + sentence; sentence+ 'de hecho/ no en vano/ por cierto/ en efecto/ en cierto modo/ al fin y al cabo' + sentence, 'es fundamental/ evidente/ notorio que' + sentence.

SYLLABUS

- **Vocabulary**:
  - Expressions linked to the positive description of a country: 'tener un gran potencial, poner en valor, contar con un gran/amplio' + noun, 'ser punta de lanza, ser el más' + adjective, 'tener el mayor' + noun, 'existir oportunidades, generar beneficios'.
  - More political vocabulary: 'sistema/ valores/ instancias/ debates/ análisis/ ideología/ disposiciones/ extracción/ tendencia + política/o'.
- **Intonation and pronunciation:**
  - Intonation of **political discourses.**

READING AND WRITING EXAM.

Module 13

General objectives:

a) The student will be able to skillfully introduce comments in a conversation and relate them with the ones of the speaker, as well as to take and change the turns.
b) The student will make use of a high grammar control and of a wide range of linguistic expressions (both formal and informal) in general topics, as well as amplifying an opinion or summarizing the information.
c) The rhythm of the conversation will be fluent, with a clear pronunciation although rephrasing is allowed when it comes to conceptual or grammar obstacles.

Session 1 (4 hours)

Specific objective: relating discursive and grammar strategies with how to express emotions in cultural interactions.

- **Communicative resources:**
  - Talking about emotions related to social media content.
  - Expressing opinions about loving a sport.
- **Grammar contents:**
  - Structure to describe the emotional relation with an object, subject or activity: 'tener' + indirect object pronoun + emotional noun ⮕ Tenerle confianza a…, tenerle devoción a.
  - Some uses of the gerund: conditional, simultaneity, relative expression, posteriority, cause and modality* (this one works as a mode adverb).
  - Some uses of the verbs Algunos usos de los verbos 'estar', 'quedarse' and 'dejar': 'está mudo, se quedó mudo, dejó mudos'.
- **Vocabulary**:
  - Some verbs and emotional verbal constructions: 'reír, llorar, gritar, callar, temblar; llorar de, morirse de, mearse de, gritar de, temblar de, cagarse de, partirse de'.
  - Vocabulary related to religion (applied to a religion or a sport): 'la devoción, los feligreses, la gloria, las plegarias, los creyentes, los santos, dios/ Dios, los mártires, el Santo Grial, el espacio sagrado, la peregrinación, la misa'.

o Some emotional nouns: 'fobia, respeto, cariño, confianza, manía, (buena/ mala) idea, envidia, miedo, celos, ganas, rabia, tirria, odio, amor, compasión, desconsideración'.
- **Intonation and pronunciation:**
  o Intonation in **emotional expressions**.

Session 2 (4 hours)

Specific aim: reflecting on discursive strategies to describe emotions and moods.
- **Communicative resources:**
  o Describing emotions experienced when practicing and watching sports.
  o Talking about moods during the stages of life
- **Grammar contents:**
  o Uses of the reflexive emphatic pronouns: 'mí, ti, él/ ella/ usted/ sí/ nosotros/ vosotros/ ustedes/ ellos/as' + 'mismo/os /a /as'.
  o Some verbal periphrases to show beginnings: 'empezar a/ iniciar con/ ponerse a/ echarse a/ lanzarse a/ romper a/ comenzar a' + infinitive.
  o Generalization strategies:'uno/a, cada cual/quien, tú genérico, cualquiera, todo mundo'.
- **Vocabulary**:
  o More emotional nouns: 'aversión, paciencia, pánico, vergüenza, pena, repulsión, apego, pavor, simpatía, empatía, antipatía, animadversión, orgullo, furia, asco, pasión, ternura'.
  o Expressions related to moods: 'ponerse trsiete/ feliz, provocar alegría/ tristeza, perder la calma/ la cabeza, perder la esperanza/ la confianza, tomarle/ cogerle el gusto a algo'.
  o Mood verbs which come from nouns: 'entristecerse, alegrarse, animarse, enloquecer, encolerizarse, encariñarse, enamorarse, enorgullecerse, asquearse, apasionarse, avergonzarse, enfurecerse'…
- **Intonation and pronunciation:**
  o Intonation of **generalizing expressions** in the discourse.

Session 3 (4 hours)

Specific objective: discussing the elements which create cultural differences and stereotypes, as well as grammar-discursive strategies to guess situations.
- **Communicative resources:**
  o Reflecting on some stereotypes, prejudices and misunderstandings.
  o Expressing guesses about cultural aspects and intercultural interaction dynamics.
- **Grammar contents:**
  o Structures to express opinions: 'para mí + eso de/ lo de + me parece' + evaluative adjective/ noun/ 'de lo más' evaluative adjective.
  o Simple future to express guesses in the present → '¿dónde estará Javier? ¿por qué no llega?'
  o The conditional and the future compound to express guesses in the past → 'estaría/ habrá estado en su casa, por eso no llegó'.

o The compound conditional to express guesses in the past in referred discourse: 'pensamos que habrías estado en tu casa y que por eso no llegaste'.
– **Vocabulary**:
  o Expressions to show disgust:' me molesta, me enfada, me cansa, me fastidia, me sienta mal/ fatal, me hace sentir incómoda/ triste, *me jode, *me hace gracia que' (introduce criticism).
  o Expressions about people's relationships: 'tratar bien/ mal/ de igual a igual/ con cordialidad, tener (mucho/ poco) trato con, relacionarse con alguien, guardar/ mantener las distancias, vincularse a, crear vínculos, llevarse bien/ mal/ más o menos, entenderse con'.
– **Intonation and pronunciation**:
  o Intonation in **guesses**.

Session 4 (4 hours)

Specific aim: making dialogues about descriptions and evaluating people and cultural products.
– **Communicative resources**:
  o Offering descriptions and opinions about films and their topics.
  o Reflecting on the subjective characterization and the regional stereotypes.
– **Grammar contents**:
  o Verbal correspondence between direct and indirect speech (in indicative and in subjunctive).
  o Strategies for the indirect speech: 'dijo/ señaló/ apuntó/ indicó + que, pensaba/ creía/ me figuraba/ imaginaba' + 'que, preguntó/ cuestionó/ indagó/ inquirió/ averiguó/ quería saber' + ' si'.
  o Text genres, characteristics and uses: fiction story, journalistic chronicle, opinion article, letter or personal email, professional email, academic text.
– **Vocabulary**:
  o Expressions to describe personality and character traits: 'serios, bromistas, graciosos, alegres, flojos/ perezosos, parlanchines/ habladores, secos, conversadores/ platicadores, sosos, enamoradizos, nerviosos, amigables, antisociales'.
  o Some colloquial expressions: 'según van hablando, ser muy de, chorradas, tener un enrolle verbal, ser un poco pasotas, si van a vienen, pillar los chistes, ser de buen rollo'.
– **Intonation and pronunciation**:
  o **Subjective** emphasis in **narrative discourses**.

Session 5 (4 hours)

Specific aim: talking about costumes, daily activities and timetables.
– **Communicative resources**:
  o Giving opinions about media consumption and how it is related to sleep schedule.
  o Analysis of the functions of the journalistic article.

SYLLABUS

- **Grammar contents:**
  - Time correspondence between main and subordinate sentences with present and imperfect subjunctive.
  - Difference in the degrees of probability between the present and the conditional indicative, as well as between present and imperfect subjunctive ⬚ 'Eso implica que el gobierno adopte medidas/ eso implicaría que el gobierno adoptara medidas'.
- **Vocabulary**:
  - Sleep time expressions: ' madrugar, trasnochar/ desvelarse, quedarse hasta las tantas (viendo la tele/ despierto), quedarse hasta deshoras, tener problemas (de insomnio/ para conciliar el sueño), arrastrar (el sueño/ el cansancio), (no) aprovechar (el día/ la tarde/ la noche), falta de (sueño/ descanso), pasar la noche en vela'.
  - Vocabulary to express necessities: 'hacer falta, ser necesario, implicar, requerir, ser indispensable, urgir/ ser urgente, conllevar'.
  - Expressions linked to TV: 'programar, emitir, compaginar, promover, eludir/ omitir, televisar, promocionar'.
  - Vocabulary linked to journalism: 'informativo, de opinión, crítico/a, debate, datos, teórico, ofrece evidencia, posicionamiento, enmarcar, sesgo, cobertura'.
- **Intonation and pronunciation:**
  - **Journalistic intonation** in opinion genres (the case of the TV).

ORAL-AUDITORY PROJECT (SUGGESTED)

Individual work:
- Listening twice to an interview with a celebrity (Ana de Armas) and rewriting her answers in indirect speech (verbal tenses as well as pronouns and personal and demonstrative adjectives).

Individual or work in couples:
- Pick randomly a card with a picture of a film to 1) describe it, 2) make some guesses and 3) express hypotheses about what could happen next.

Group work:
- Some students of the group can collaborate at the end of each intervention to propose or improve hypotheses.

Session 6 (4 hours)

Specific aim: making dialogues about social rights and discursive strategies to ask for them.

- **Communicative resources:**
  - Expressing ideas as a manifest.
  - Creating complaints and requests in the social field.
- **Grammar contents:**
  - Future simple and compound indicative to express suppositions.
  - The function of some lexicalized imperatives: ' mira, toma, anda, vamos/vayamos, cállate, imagínate, vaya, figúrate, *órale, *fíjate'..

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- o Structure to convey threat, ultimatum, condition or explanation: como + present/ imperfect subjunctive.
- o Functions of the preposition 'hasta' 'a', 'incluso'.
- **Vocabulary**:
  - o Meanings of the verb 'tocar': 'palpar, corresponder, ser de interés, repartir, caer en suerte'.
  - o Adjectives participles and active participles: '-ado, -ido, -to, -so, -cho; -nte: creer → creído →creyente; relajar → relajado → relajante; condicionar, estresar, cambiar, cortar, alarmar, determinar, saciar, desafiar, fulminar, desconcertar, delirar, causar, agobiar, vigorizar, convenir, intervenir, estimular, seguir'.
  - o Verbs linked to the manifesto layout: ' manifestar, reivindicar, exigir, recordar, unir, levantar, cambiar, mejorar, respetar, obtener, recibir, invitar, instar, firmar'.
- **Intonation and pronunciation:**
  - o Different emphasis of the expressions of **threat** and **explanation**.

Session 7 (4 hours)

Specific aim: making dialogues about elements which form the subjects' identity.
- **Communicative resources:**
  - o Identifying character and personality traits.
  - o Discussing social and cultural elements present in the subjective identity
- **Grammar contents:**
  - o Conditional to express hypothetical social situations.
  - o Structures to show distance with the expressed before: 'aparentemente, sin duda/ sin lugar a dudas, al parecer, supuestamente, serían vs. son, de alguna manera, seguramente, con toda seguridad, probablemente, en cierto sentido, muy probablemente + sentence'.
- **Vocabulary**:
  - o Vocabulary to express our own identity: 'mis sueños/ anhelos/ metas/ retos son…, mis experiencias pasadas/ por experiencia propia, mis ideas políticas, el lugar donde me siento en casa es…, la cultura con la que me identifico es…, me siento muy unido/ vinculado a…, me siento parte de…, una cosa que me define/ me caracteriza es…, proyecto seguridad/ inseguridad/ nerviosismo, soy una persona (muy) tranquila/ acelerada'.
  - o Personality evaluative adjectives: 'decidido/a, puntilloso/a, caótico/a, meticuloso/a, desordenado/a, distraído/a, *detallista, *inteligente, *(in)tolerante, *(in)flexible,'.
  - o Expressions to describe nature: 'saltarse las normas, coger/tomar al toro por los cuernos, echarse (para) atrás, ir/tener los pies de plomo, no pensárselo dos veces, pensar antes de actuar, actuar impulsivamente, aceptar un desafío, buscar los pros y contras, ir a paso firme, enfrentar las dificultades'.
- **Intonation and pronunciation:**
  - o Intonation as a distance marker related to the expressed information.

SYLLABUS

Session 8 (4 hours)

Specific aim: evaluating physical appearance and people's attitude through communicative and grammar resources.

- **Communicative resources:**
  - o Talking about fame or some people's projected image.
  - o Taking position about a topic.
- **Grammar contents:**
  - o Mode evaluative adverbs ending in -mente: 'desafortunadamente, curiosamente, tristemente, desgraciadamente, afortunadamente.
  - o Rectifying or qualifying conditional structures: **antecedent** + **consequent** → si bien + sentence, no podemos negar/ decir que + sentence; a lo mejor es verdad/ cierto/ triste/ extraño que + sentence, pero también es verdad/ cierto/ notorio que + sentence; no es que + sentence, sino que + sentence; no solo + sentence, sino también + sentence; no es que no + sentence, lo que pasa es que + sentence; es menos/ más una cuestión de + noun + que de + noun; Y aunque/ no obstante que/ incluso si + sentence, lo cierto es que + sentence.
- **Vocabulary**:
  - o Popular expressions and idioms linked to image and fame: tener/ dar/ proyectar (una/ la) mala imagen, ganarse/ tener la fama de..., como te ven, te tratan; haz fama y échate a dormir; ser famoso/a por..., crearse/ arrastrar una/la buena/ mala fama/imagen, vender/ proyectar/ construirse una/la buena/ mala imagen, ganarse fama de'.
- **Intonation and pronunciation:**
  - o The intonation in the **rectifying or nuancing conditioners**.

Session 9 (4 hours)

Specific aim: recalling memories from diverse biographical moments.

- **Communicative resources:**
  - o Expressing childhood memories related to cinema and TV.
  - o Giving opinion about the elements which constitute a film and its communicative strategies
- **Grammar contents:**
  - o Structure 'lo' + adjective (from a verb): 'hablemos de lo importante; contaron lo vivido en su incursión en la guerra'.
  - o Structure of evaluative reviews (talking about cinema): title of the review, mention and details about the film, summary of the plot, critical comments (sometimes through rhetorical questions) and explained with examples, conclusions.
- **Vocabulary**:
  - o Expressions to remember: 'saberse de memoria, recordar, acordarse de, nunca olvidaré/ nunca me olvidaré de, no se me va a olvidar, lo recuerdo claramente/ como si fuera ayer'.

o Cinema expressions: 'película/ filme/ largometraje, puesta en escena, encarnar, salir a cuadro, plano, secuencia, encuadre, salir en…, ser el/la protagonista/ protagonizar, fuera de cuadro, voz en off, fotografía, dirección, guion/guionista, montaje, aparición, filmografía, trama'.
o Historical-political vocabulary: 'genocidio, cautiverio, masacre, dominio, periodo, cautiverio, dictadura'.
 – **Intonation and pronunciation:**
o Intonation in **rhetorical questions.**

Session 10 (4 hours)

Specific aim: describing the characteristics of some family interactions and some historical ones.
 – **Communicative resources:**
o Characterizing events and family meetings.
o Discussing about the discursive strategies to refer to historical events.
 – **Grammar contents:**
o More uses of indirect speech.
o Accidental 'se' to express that something is done involuntarily: 'se perdió, se cayó, se lastimó'..
o The symbiosis of the accidental 'se' and the indirect object pronoun to indicate a person's involvement in an accident: 'a mí/ ti/ ella/ él/ nosotras/ vosotros/ ustedes/ ellos + temporalidad (un día, hace tiempo, una vez, muchas veces, nunca, siempre) + se me/ te/ le/ nos/ os/ les' + verb.
 – **Vocabulary**:
o Expressing doubt, surprise or correcting previous information: ' Pero' + sentence (to correct), 'Pero si' + sentence (convey surprise), repetitive questions: '¿sí te dije a las 9:00 am?; no, no fue así, fue de este modo'.
o Argentina's vocabulary variety: 'che, colectivo, quilombo, atender, celular, pileta, vieja, rulos, de vuelta, igual'.
o Expressions to give a review about a text: 'el texto sostiene/ explica/ argumenta/ defiende/ refuta/ discute/ replica/ contradice que; **en** el texto se califica/ se habla de/ se aborda/ se plantea' + noun/ noun syntagm; el autor del texto presenta a/ habla de/ enfoca a/ se aproxima a + noun/ pronoun + como + noun/ sentence.
 – **Intonation and pronunciation:**
o Intonation in expressions of **doubt**, **surprise** or **correction**.

READING AND WRITING EXAM.

SYLLABUS

General objectives:

a) The student will be able to use cohesive structures to elaborate a clear discourse with an appropriate style depending on the context.
b) He/She will communicate with a high degree of grammar correction and with a great linguistic deal (formal and informal), what will allow the student to clearly express and adapt to the context, with some hesitations.
c) The student will vary the intonation, fluency and spontaneity with low effort, understanding the meaning nuances despite some spontaneous obstacle.

Session 1 (4 hours)

Specific aim: describing behaviours and experiences in sexist contexts.
– **Communicative resources:**
   o Talking about social cultural experiences related to be a woman.
   o Reflecting on the polysemy and its social, cultural and politic importance.
– **Grammar contents:**
   o Verbal periphrases expressing process: 'ir/ venir/ estar' + gerund.
   o Verbal periphrases expressing endings: 'terminar/ acabar' + gerund.
– **Vocabulary**:
   o Feminist vocabulary: 'igualdad, equidad, patriarcado, micromachismo, macho explicador/ machoexplicar'.
   o Meanings of the word 'experiencia': 'trayectoria, vivencia, antecedente, sensación'.
   o Other words with subtle changes: ejemplo (ser/ servir/ seguir el/ poner como + ejemplo), contacto (mantener el/ perder el/ estar en/ establecer/ seguir en/ continuar en + contacto), interés (tener/ mostrar/ ser de/ hacer [algo] por + interés), práctica (en la/ poner en/ falta de/ censurar o prohibir la/ con + práctica), etc.
– **Intonation and pronunciation:**
   o Intonation of **processes and ending periphrases.**

Session 2 (4 hours)

Specific aim: giving opinions or points of view about socially debatable topics.
– **Communicative resources:**
   o Giving opinions about rural schools in different contexts in Latin America.
   o Talking about the kinds of inequality.
   o Reflecting on the possibility of neuter expressions in Spanish.
– **Grammar contents:**
   o Uses of the pronoun 'se': reflexive, reciprocal, accidental and impersonal (passive).
   o Uses of some textual genres: blogs, magazines, advertising.
– **Vocabulary**:
   o Vocabulary related to gender inequality: 'empoderar, (in)visibilizar, (in)equidad, sexismo, discriminación por razón de género, sexo (débil/ fuerte), sociedad patriarcal/ machista/ igualitaria, exteriorizar sentimientos, asignar

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roles, lenguaje sexista/ neutro, emancipación social/ económica, tener privilegios/ prejuicios/ sesgos, cosificar, discriminar'.

o Unequal social sectors: immigrants, disabled people, LGBTQ+ collective, indigenous groups, elderly people.

– **Intonation and pronunciation**:
  o Key intonations in some **Spanish variations**.

Session 3 (4 hours)

Specific aim: reflecting on the link between human beings and the environment.

– **Communicative resources:**
  o Describing characteristics of natural landscapes. Creating restructurations of ideas by using comparisons, synonyms or syntheses.

– **Grammar contents:**
  o Distinction between the use of the prepositions 'por' and 'para'.
  o Some literary devices to describe and explain: metaphors, similarities, synecdoche, personifications, pomposity.

– **Vocabulary**:
  o Expressions to describe landscapes: 'tierra + rica/ seca/ ubérrima, zona sísmica/ peligrosa/ de riesgo, cielo estrellado/ despejado/ nublado/ azul, catástrofe natural, paraje volcánico/ idílico'.
  o Adjectives for climates and landscapes: 'nublado/a, soleado/a, húmedo/a, frío/a, cálido/a, fresco/a, protegido/a, marítimo/a, desértico/a, aéreo/a, abrasador(a), diáfano/a, *inestable, *apacible, *fértil'.

– **Intonation and pronunciation:**
  o Emphasis when talking about cause and consequence (with prepositions 'por' and 'para').

Session 4 (4 hours)

Specific aim: talking about the environment and its challenges: pollution and agriculture.

– **Communicative resources:**
  o Talking about the pollution problems in several countries in Latin America.
  o Description of a problem and how to face it.
  o Expressing solutions while being aware of the disadvantages of a problem.

– **Grammar contents:**
  o Sentences with concessive linkers: aunque + indicative/ subjunctive, a pesar de (que) + infinitive/ indicative/ subjunctive, aun + gerund, aun cuando + indicative/ subjunctive.
  o Some devices of formal register: more technical verbs ('compensar' instead of 'dar', 'contribuir a mejorar' instead of 'hacer que mejore'), passive voice instead of the plural ('han sido convertidos en chatarra', instead of 'los han convertido en chatarra'), use of accurate pronouns ('todo aquel que/ quien' instead of 'el que').

SYLLABUS

- **Vocabulary**:
  - o Vocabulary to explain the states of the environment: 'contaminación, efecto invernadero, sustancias nocivas, partículas en suspensión, nube de esmog, vías respiratorias, calidad del aire, gases de efecto invernadero, compensación económica, vehículos ecológicos, camiones/ autobuses, emociones cero'.
  - o Vocabulary about environmental management: 'el patín/ el patinete/ la bicicleta como medio de transporte, el uso de vía pública para la siembra de huertos urbanos, proyectos de reciclaje, medidas para reducir la contaminación del aire, proyectos de reutilización'.
- **Intonation and pronunciation:**
  - o Intonation in **concessive sentences**.

Session 5 (4 hours)

Specific aim: describir emociones y rasgos físicos detalladamente. describing emotions and physical traits in detail.
- **Communicative resources:**
  - o Describing the characters appearing in portraits.
  - o Expressing contradictory emotions.
  - o Reflecting on the contrasts between vocabulary registers and the formality of a text.
- **Grammar contents:**
  - o Comparative proportional/ correlative structures: 'cuanto/ os/ a/ as más' + verb/ noun/ adjective + más verb/ noun/ adjective.
  - o Structure to describe moods: ese + infinitive 🡒 'Ese molestarse sin un motivo claro'.
- **Vocabulary**:
  - o Vocabulary to describe physical traits: 'boca + grande/ pequeña, tez + clara/ oscura, labios + carnosos/ finos, frente + amplia/ alta/ ancha/ estrecha, ojos + rasgados/ saltones/ almendrados/ grandes/ pequeños, cejas + pobladas/ gruesas/ finas, pelo + lacio/ liso/ ondulado/ rizado/ afro, rostro + redondo/ ovalado/ afilado/ cuadrado, barba + cerrada/ de candado/ poblada/ recortada/ de tres días'.
  - o Some expressions with the verb 'sentirse':' pletórico, fuera de lugar, como en casa, incómodo/a'.
  - o Some expressions to express emotions: 'doler, quejarse, preocuparse, angustiarse, tener sentimientos encontrados'.
- **Intonation and pronunciation:**
  - o Emphasis on **proportional/correlative comparisons**: 'cuanto **más** tengo, **más** deseo'.

ORAL-AUDITORY PROJECT (SUGGESTED)
Individual work:
  - o Listening to text about sleep cycles twice to fill in the gaps with the listened expressions.

SYLLABUS

Work in couples:
- o Choosing one of the available topics. Working in the discussion of the topic and doing some research to get a deeper understanding. Preparing a presentation.

Work in groups
- o Making an oral presentation about the conclusions of the dialogue carried out with our partner, as well as showing our research. Both members must participate in the well-structured and fluent exposition. Finally, the group is allowed to make some comments.

Session 6 (4 hours)

Specific aim: discussing the feelings which relate people to places and the concept of homeland.
- **Communicative resources:**
  - o Describing the feelings linked to a place and the feeling of belonging in a place.
  - o Expressing feelings or impressions related to the homeland.
- **Grammar contents:**
  - o Concessive subordinate sentences: 'por mucho/ por más/ por poco que' + indicative/ subjunctive.
- **Vocabulary**:
  - o Expressions to convey the feelings to a place: 'palpitar, ser el corazón de, ser el alma/corazón de, tener mala/ buena prensa/ fama, el lugar es parte de mí, arraigo/ desarraigo, aferrarse, desprenderse, *echar de menos/ extrañar, llevar en la sangre (algo), ser de tradició'.
  - o Expressions to describe a neighbourhood/ homeland: 'se fundó, sus orígenes se remontan a, su evolución, se caracteriza por, su distintivo es, su cultura, su gente, gastronomía, sus usos y costumbres, tradiciones, líderes, sus símbolos, unidad, solidaridad, pertenencia, fronteras'.
  - o Colloquialisms: 'desaguisados, tiempos inciertos, derramando sudor y lágrimas; llueva, truene o relampaguee, acudir a ayudar a los demás'.
- **Intonation and pronunciation**:
  - o Emphasis in **concessive sentences**: 'por **mucho** que me quiera, no puedo visitarte ahora'.

Session 7 (4 hours)

Specific aim: Expressing verbal and non verbal language aspects and intentions in written resources.
- **Communicative resources:**
  - o Discussing social media and their users' characteristics.
  - o Describing some communicative colloquialisms.

SYLLABUS

- **Grammar contents:**
  - Structure to react emotionally: relative pronoun 'que' in independent sentences → 'que piensen bien lo que harán/ que digan lo que quieran, pues que no venga (si no quiere)'.
  - Use of suffixes to express appreciations: '-azo, -ote, -ete, -ón'.
- **Vocabulary:**
  - Expressions to describe interactions in social media: 'seguir + a alguien/ una publicación/ un blog/ un podcast, compartir + información/ enlaces/ opiniones/ archivos, subir/ colgar + fotos/ música/ videos, enterarse de + eventos/ noticias/ rumores/ cotilleos/ *chismes, agregar + amigos/ contactos/ a alguien, publicar + fotos/ información, mantener el contacto, etiquetar amigos, cotillear/ chismear o chismorrear/ fisgar, *mensajear, *estalquear, *dejar en visto (a alguien), *tuitear'.
  - Some appreciative colloquialisms: pelazo, notaza, artistazo, simplón/ona, peliculón, notición, dramón, problemón, amigote/a, guapote/a, rarote/a, malote/a, vejete, abuelete, *majete'.
- **Intonation and pronunciation:**
  - Intonation resources to **amplify** or **qualify** appreciations.

Session 8 (4 hours)

Specific aim: creating sentences to emotionally express ourselves in narrations.

- **Communicative resources:**
  - Describing affective relationships between people or likes.
  - Making dialogues about sarcastic and ironic elements in oral discourses.
- **Grammar contents:**
  - Some differences between indicative and subjunctive with the relative pronoun 'que'.
  - Structure '¿a que…?/ ¡a que no…!' to challenge the listener or to express disagreement.
- **Vocabulary:**
  - Spanish colloquialisms to talk about people: 'friki, rarito/a, simple, hiperactivo/a, bobo/a, chungo/a, majete/a, malote/a, tronco/a, macho, chaval'.
  - Expressions to talk about people (in some Latin American regions): 'pibe, chico, chavo, pelado (pelao), mocoso, topete, botija, *escuincle, *güey'.
  - Romantic relationships vocabulary: 'hacerse el duro/a, guardar rencor, guardar/ tener secretos'.
  - Evaluative adjectives to talk about people (useful to give opinions on the internet): 'perplejo, irónico, incrédulo, sarcástico, intransigente, tradicional, prepotente, serio, bromista'.
- **Intonation and pronunciation:**
  - The consonant sound '**y**' in Argentina and Uruguay.

SYLLABUS

Session 9 (4 hours)

Specific aim: creating discourses to participate in persuasive interactions.
− **Communicative resources:**
  o Knowing the necessary elements to seduce and persuade.
  o Expressing change during people's lives.
− **Grammar contents:**
  o Strategies to express changes in a person's life: llevar + algo/ alguien a (place or idea); hacer de + algo/ alguien un/a + noun; convertir + algo /alguien en + noun; muerte, ruina, responsabilidad, renovación, encumbramiento, etc.
  o Hypothetical comparisons structures: como si + imperfect subjunctive/ past perfect subjunctive.
− **Vocabulary:**
  o Some professions: 'un/a médico/a, un/a profesor/a, un/a arquitecto/a, un/a abogado/a, un/a fotógrafo/a, un/a periodista/a, un/a investigador/a, un programador/a'.
  o Seduction and persuasion expressions: 'maravillar, fascinar, ilusionar, deslumbrar, sobrecoger, atraer, deslumbrar, conquistar, hipnotizar, seducir con la mirada, su forma de hablar, una sonrisa sugerente, maneras persuasivas, complicidad, empatía'.
  o Life changes vocabulary: 'llevar al éxito/ al fracaso, alcanzar el éxito, hacer (de alguien) un mito'.
− **Intonation and pronunciation:**
  o **Hypothetical comparisons** intonation.

Session 10 (4 hours)

Specific aim: discussing the scope of persuasion in daily life.
− **Communicative resources:**
  o Talking about the elements which make a person influential.
  o Categorizing different persuasion techniques.
  o Reflecting on intertextuality of advertising to persuade.
− **Grammar contents:**
  o Use of adjectives with suffixes: -ble → viable, confiable, amable, etc.
  o Time sentences which imply simultaneity: 'según, conforme, a medida que, al tiempo que, mientras tanto, mientras que'.
− **Vocabulary:**
  o Vocabulary linked to influencers: 'marcar tendencia, ser líder de opinión, ser influyente, llegar a decenas/ cientos/ miles de personas, credibilidad, meter ideas en la cabeza de otro/a, tener/ hacerse de buena/ mala reputación, contar con una comunidad de seguidores, movilizar opiniones, tener criterio, modificar la percepción, impactar/ incidir en, proyectar sesgos'.
  o Adjectives formed with verbs to describe information: '(in)aceptable, (in)mejorable, (in)salvable, (in)audible, (in)contestable, (in)deseable, (in)compatible, (in)viable, (in)asequible, (im)perceptible, (im)ponderable, (im)posible, (i)reprochable, (i)repetible'.

   o Quantity expressions: 'una serie de, un conjunto de, un grupo de, la mar de, un montón de, harto'.
  — **Intonation and pronunciation:**
   o Intonation in **simultaneity linkers**: '**conforme** vayamos avanzando, comprenderemos mejor los textos'.

  READING AND WRITING EXAM

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Fundamentals A1-A2

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  General objectives:

a) The student will reinforce simple linguistic and non-linguistic structures to express general knowledge of Spanish-speaking culture.
b) The student will exercise previously learnt skills, attitudes and knowledge to compensate for difficulties in communicative interaction.
c) The student will reaffirm their abilities to cope sufficiently in everyday survival situations: making and answering requests, giving and obtaining basic information in shops, banks or means of transport; and acquiring necessary goods and services.

  Session 1 (4 hours)

  Specific aim: to express basic identifying information and share intentions.

  — **Communicative resources:**
   o Asking and expressing name, profession and age.
   o Asking and expressing origin and/or nationality.
   o Expressing plans (for the weekend/for the holidays).
  — **Grammar content:**
   o Verbs 'ser' and 'venir': ¿de dónde + ser/ venir?
   o Number formations (1 to 1'000,000).
   o Special letters: c (ce, ci and ca, co, cu); g (ge, gi/ gue, gui and ga, go, gu); q (que, qui).
   o Verb "querer"/ "pensar"/ "tener que" + verb in infinitive.
  — **Vocabulary**:
   o The numbers from 10 to 1 million.
   o Some professions.
   o Some countries and their nationalities.
  — **Intonation and/or pronunciation:**
   o Vowels: **a, e, i, o, u.**
   o Special letters "**c**", "**g**" and "**q**".

  Session 2 (4 hours)

  Specific aim: to describe everyday contextual conditions (places, objects, weather).

  — **Communicative resources:**
   o Express everyday activities.

SYLLABUS

- o Describing places and identifying objects in some places.
- o Referring to the state of the weather.
  - – **Grammar content:**
    - o Present tense of indicative.
    - o Uses of the impersonal expression "hay".
    - o Superlatives and quantifiers.
    - o 'Hacer' + weather expressions.
  - – **Vocabulary**:
    - o City descriptors: capital city, currency, weather, typical dish.
    - o Weather and climate.
    - o Seasons of the year.
  - – **Intonation and/or pronunciation:**
    - o Intonation of the present indicative: **grave tone**.
    - o Diphthongs: "**ia**", "**ie**", "**iu**".

Session 3 (4 hours)

Specific aim: to describe sets and choose the option we like the most.

- – **Communicative resources**:
  - o Identify objects according to their colour, shape, functionality, as well as ask about their prices.
  - o Choosing between two or more options.
  - o Expressing and choosing tastes and hobbies.
- – **Grammar content:**
  - o Demonstrative adjectives: 'esta, estas, este, estos, estos'.
  - o The verbs "ir" and "preferir".
  - o Distinction between the active (amar, beber, subir) passive (gustar) and reflexive (levantarse) modes of Spanish; with emphasis on the passive mode.
- – **Vocabulary**:
  - o Clothes, shoes, accessories and prices.
  - o Musical genres.
  - o Leisure activities and sports.
- – **Intonation and/or pronunciation:**
  - o Special letters: "**r**" and "**rr**".
  - o Emphasis on the singular and plural of verbs in the present tense: gust**a**, gust**an**.

Session 4 (4 hours)

Specific aim: to describe habits and family relationships.

- – **Communicative resources:**
  - o Expressing relationships between members of a family.
  - o Expressing routines and the frequency of some usual activities.
  - o Asking and telling the time.
- – **Grammar contents:**
  - o Possessive pronouns (first, second and third person singular).

o The verbs "ser", "estar" and "tener" in descriptions.
o Some reflexive verbs in the present tense.
o '¿Qué hora es?' '¿A qué hora' + verb in present tense?
– **Vocabulary**:
o Family members and relationships.
o Expressions of frequency: 'frecuentemente, normalmente, a veces, a menudo, casi todos los días, una vea a…, siempre, nunca, en ocasiones'.
o Order expressions: 'antes de, después de, primero, después, luego'.
– **Intonation and/or pronunciation:**
o Pronunciation of possessive pronouns: **mi, mis, tu, tus, vuestro, vuestros, su, sus**.
o Reflexive verbs (emphasis on the reflexive pronoun and the verb ending): **me** levant**o**, **se** ba**ña**, **te** despiert**as**.

Session 5 (4 hours)

Specific aim: to describe eating routines and places of daily attendance.

– **Communicative resources:**
o Ordering in a restaurant.
o Expressing eating habits and cooking recipes.
o Identifying places on a map.
– **Grammar contents:**
o Deictic verbs: 'llevar, traer'.
o Some direct object pronouns (DO): lo, los, la, las.
o Location: adverbs and prepositions of place.
– **Vocabulary**:
o Some fruits, vegetables, prepared foods and drinks.
o Ways of preparing food and cooking kitchenware.
o Monuments, roads and representative buildings of a city or neighbourhood.
– **Intonation and/or pronunciation:**
o Intonation of formal questions.
o The sounds "**che**" and "**jota**".

AUDITORY-ORAL PROJECT (SUGGESTED):

Work in teams.

a) Draw a map with 10 important places (buildings, monuments, offices, etc.). Then write sentences to describe the important places included in the map.

Individual work.

b) Orally give instructions to a partner to go to one of the 10 important places on the map.

c) Listen to and write the dictation made by classmates of 20 descriptive sentences about one of the important places on the map.

SYLLABUS

Session 6 (4 hours)

Specific aim: to express memorable experiences and habits of everyday life.

− **Communicative resources:**
  o Expressing past experiences that have marked our lives.
  o Expressing current habits.
− **Grammar contents:**
  o Construction of the regular participle (-ado, -ido) in the perfect tense.
  o Construction of the irregular participle (-to, -so, -cho) in the perfect tense.
  o Irregular verbs in the present indicative.
  o The prepositions "desde" and "desde hace".
− **Vocabulary**:
  o Changes in life: 'dejar, mudarse, cambiar de, irse a vivir a'.
  o Feelings and emotions.
− **Intonation and/or pronunciation:**
  o The consonantal sound: -**ado**, -**ido**, and colloquial and regional vowel variations: -**ao**, -**ío**.
  o The "**eñe**" sound.

Session 7 (4 hours)

Specific aim: to describe and locate events in the past in contrast to the present.

− **Communicative resources:**
  o Contrasting present and past events.
  o Narrate biographies (their own and those of famous people).
  o Identifying and expressing the duration of past periods.
− **Grammar content:**
  o The indefinite past tense (regular verbs).
  o Temporal markers to refer to the past.
  o Use of some prepositions: 'de, a, desde, hasta, hace, durante'.
  o The indefinite past tense (some irregular verbs).
− **Vocabulary**:
  o Professional, academic, artistic, sporting terms in a biography or curriculum vitae.
  o Sets of verbs by types of irregularity in the preterite: 'construir, saber, escoger, mentir, poder, medir, hacer, ser, estar, ir, traer, oler, venir'.
− **Intonation and/or pronunciation:**
  o Acute accentuation of the preterite: viv**ió**, com**ió**, cam**inó**.
  o Emphasis on vowel changes from infinitive to indefinite preterite: ser → **fue**, morir → m**u**rió, componer → comp**u**so, tener → t**u**vo.

Session 8 (4 hours)

Specific aim: to describe and compare appearance, character and tastes among people.

− **Communicative resources:**
  o Point out similarities between two or more people.

SYLLABUS

- o Identify a person or object in a group.
- o Comparing people's tastes and hobbies.
- – **Grammar content:**
  - o Comparisons: 'el/la mismo/os/os/os' + noun.
  - o Expressions of identification: 'el/ los/ los/ la/ las/as' + adjective; 'el/ los/ los/ la/ las/as + que' + verb; 'el/ los/ los/ la/ las/ las + de' + noun.
  - o Comparisons of superiority, equality and inferiority of adjectives, nouns and verbs.
  - o 'Estar' (present tense) + gerund.
- – **Vocabulary**:
  - o Some physical and personality traits.
  - o Relationships.
  - o Some descriptive and evaluative adjectives of spaces.
- – **Intonation and/or pronunciation:**
  - o Sound linking of articles with prepositions: a + el = **al**; de + el = **del**; en + el = **en el**; de + la = **de la**.
  - o Intonation of gerund endings: -**ando**, -**iendo**.

Session 9 (4 hours)

Specific aim: to express our evaluations of other people and offer them suggestions or recommendations on various situations.

- – **Communicative resources:**
  - o Evaluating people and objects.
  - o Offering emphatic recommendations at different levels.
  - o Giving advice or suggestions for a good health.
- – **Grammar contents:**
  - o Verb "ser" in general descriptive or evaluative function vs. verb "estar" in particular evaluative function.
  - o Structures of obligatory or emphatic recommendations: 'hay que' + infinitive; 'tener que' + infinitive; 'deber' + infinitive; 'es' + emphatic adjective + infinitive.
  - o 'Para' + infinitive + 'lo mejor es/ va (muy) bien/ van (muy) bien'.
  - o 'Si' + "querer" in the present tense + infinitive + 'lo mejor es/ va (muy) bien/ van (muy) bien'.
- – **Vocabulary**:
  - o Frequency markers: 'alguna vez, un día, dos veces'.
  - o Emphasis markers: (adverbs) 'muy, sumamente, tremendamente, realmente' or (adjectives) 'recomendable, importante, indispensable, necesario'.
  - o Some verbs expressing health benefits.
- – **Intonation and/or pronunciation:**
  - o Emphasis of obligatory or emphatic recommendations: 'hay **que**, tenemos **que**, es **muy** importante, es **sumamente** bueno, es **recomendable**, es **indispensable**'.
  - o The vibrant sound of the final "**r**": fortalece**r**, mejora**r**, camina**r**, preveni**r**.

SYLLABUS

Session 10 (4 hours)

Specific aim: units 6 to 10 module 4

− **Communicative resources:**
  o Describe states of health.
  o Express emphatic commands or recommendations.
  o Talking about memories and history.
− **Grammar contents:**
  o 'Me/ te/ le/ nos/ os/ os/ les' + 'doler' (verb in passive mode) + part of the body; 'tener dolor de' + part of the body.
  o Imperative affirmative (tú, vos, vosotros/as, usted, ustedes, ustedes).
  o Contrast between present to imperfect indicative.
  o 'Pensar/ creer que' + present indicative. [Only in the affirmative form].
− **Vocabulary**:
  o Some illnesses, ailments and symptoms.
  o Time markers to contrast past and present: 'en aquellos años, en esa época, entonces; hoy en día, actualmente, ahora'
  o Ages and historical periods.
− **Intonation and/or pronunciation:**
  o Emphasis on the stressed syllable in the imperative.
  o Emphasis on the tonic syllable in the imperfect: com**í**a, camin**á**bamos, viv**í**an, estu**dia**bais, cant**a**ba.

READING AND WRITING EXAM.

DELE B1 PREPARATION

General objectives:

a) The student will identify the structure of the DELE exam and distinguish the tasks that make up each of its tests, as well as the materials that make up each section.
b) Distinguish the assessment methodology of the exam.
c) Exercise and self-assess previously learned skills and knowledge, the foundations of which will be examined by the DELE.

UNIT 1. Introduction. Reading Comprehension (CL).

Specific aim:

− Recognise the levels of proficiency in Spanish according to the **CEFR**.
− Identify the sections, materials and processes that make up the **DELE** exam.
− **Exercise reading comprehension** skills through linguistic-discursive strategies.
− Reflect on one's own performance in carrying out tasks in the CL test leading to **self-assessment.**

SYLLABUS

Session 1 (2 hours)

– **Introduction**:
  o The Common European Framework of Reference (CEFR) for languages and its levels (A1, access; A2, platform; B1, threshold; B2, advanced; C1, effective operational proficiency and C2, mastery).
  o Distinctions of speakers according to their competence in the use of the language: basic (A1 and A2), independent (B1 and B2) and proficient (C1 and C2).
– **Structure of the DELE exam:**
  o Reading comprehension test (CL): tasks 1 to 5.
  o Item types: closed.
  o Listening comprehension test (CA): tasks 1 to 5.
  o Item types: closed.
  o Test of written expression and interaction (EIE): tasks 1 and 2.
  o Item types: semi-open.
  o Test of oral expression and interaction (EIO): set of tasks 1 and 2; set of tasks 3 and 4.
  o Item types: semi-open and open.
– **Evaluation of the DELE exam:**
  o Groups 1 and 2 (CL, CA; EIE, EIO).
  o Overall mark.
  o Minimum pass mark.
– **Materials and application rules:**
  o Booklets and answer sheets.
  o Rules for the test day: what is allowed and what is forbidden.
– **Do NOT look at or answer model test 5.**

Session 2 (2 hours)

– **Target skill(s):**
  o Reading comprehension (CL).
– **Strategy(ies) to be refined:**
  o Identification of key information: syntactic structures to introduce information.
  o Re-elaboration: search for synonymic or antonymic expressions.
  o Characterisation of people, places or situations from descriptions.
– **Practice and self-assessment:**
  o Tasks 1 and 3 in exam models 1 and 2 (no time limit).
  o Task 1 in test model 3. Time limit: 14 minutes.
  o Task 3 in model exam paper 3. Time limit: 14 minutes.
  o Review of mistake and practice based on them.

SYLLABUS

Session 3 (2 hours)

- **Target skill(s):**
  - o Reading comprehension (CL).
- **Strategy(ies) to be refined:**
  - o Antecedent-consequent relationship: identification of antecedent or conditional sentences and inferring or resultant sentences.
  - o Synthesis: identification of polysemous terms and expressions; discarding of empty words.
  - o Relation of information according to semantic nuclei.
- **Practice and self-assessment:**
  - o Task 2 in test models 1 and 2 (no time limit).
  - o Task 2 in test model 3. Time limit: 14 minutes.
  - o Review of mistakes and practice based on them.

Session 4 (2 hours)

- **Target skill(s):**
  - o Reading comprehension (CL).
- **Strategy(ies) to be refined:**
  - o Context interpretation: standardised inferences based on social situations.
  - o Synthesis of information: selection of key features and discarding of empty words.
  - o Classification and categorisation of information: logical sequence of paragraphs and order of textual structures.
- **Practice and self-assessment:**
  - o Task 4 in exam models 1 and 2 (no time limit).
  - o Task 4 in exam paper model 3. Time limit: 14 minutes.
  - o Review of mistakes and practice based on them.

Session 5 (2 hours)

- **Target skill(s):**
  - o Reading comprehension (CL).
- **Strategy(ies) to be improved:**
  - o Recognition of the uses of some grammatical categories.
  - o Categorisation of functions: sentence structures.
- **Practice and self-assessment:**
  - o Task 5 in exam models 1 and 2 (no time limit).
  - o Task 5 in exam paper 3. Time limit: 14 minutes.
  - o Review of mistakes and practice based on them.

Suggested extra-curricular work:

Timed completion of the **Reading Comprehension (CL)** test in **model test 4** (all 5 tasks).

Time limit (and without interruptions): 70 minutes.

SYLLABUS

UNIT 2. Structure. Listening Comprehension (CA).

Specific aim:

− To verify the <u>structure</u> of the DELE CA test, as well as the materials and processes necessary to carry it out.
− **Exercise listening comprehension** skills through linguistic-discursive strategies.
− To reflect on one's own performance in the CA test tasks leading to **self-assessment**.

Session 6 (2 hours)

− **Structure of the listening comprehension (CA) test:**
    o Tasks 1 to 5.
    o Item types: closed-ended.
− **Materials and application rules:**
    o Booklet, section 2 and its answer sheets.
    o Reminder: rules for the test day, what is allowed and forbidden in this test.
− **Target skill(s):**
    o Listening comprehension (CA).
− **Strategy(ies) to be improved:**
    o Recognition of textual typologies: advertising and informative genres.
    o Identification of key information: sentence structures to present persuasive information.
− **Practice and self-assessment:**
    o Task 1 in exam models 1 and 2 (no time limit).
    o Task 1 in exam paper 3. Time limit: <u>8 minutes.</u>
    o Review of mistakes and practice based on them.

Session 7 (2 hours)

− **Target skill(s):**
    o Listening comprehension (CA).
− **Strategy(ies) to be improved:**
    o Recognition of areas of operation of the monologue genre: personal/private, public, professional and academic.
    o Separation into discursive sections in order to extract detailed information.
    o Hierarchisation of information to identify the conceptual core of a monologue.
− **Practice and self-assessment:**
    o Task 2 in exam models 1 and 2 (no time limit).
    o Task 2 in exam model 3. Time limit: <u>8 minutes.</u>
    o Review of mistakes and practice based on them.

Session 8 (2 hours)

− **Target skill(s):**
    o Listening comprehension (CA).
− **Strategy(ies) to be improved:**

- o Recognition of textual typologies: journalistic genres and some of their fields of operation (radio and television).
- o Description of the nuclei of semantic fields in a text in order to understand the conformation of its central information.
   - **Practice and self-assessment:**
       - o Task 3 in exam models 1 and 2 (no time limit).
       - o Task 3 in exam paper model 3. Time limit: <u>8 minutes.</u>
       - o Review of mistakes and practice from them.

Session 9 (2 hours)

   - **Target skill(s):**
       - o Listening comprehension (CA).
   - **Strategy(s) to be refined:**
       - o Recognition of emotive-informal tone as part of the strategies of the monologue's personal scope of operation.
       - o Synthesis: discarding words and empty expressions, synonymy processes and discursive re-elaborations to describe the general idea of a topic.
   - **Practice and self-assessment:**
       - o Task 4 in exam models 1 and 2 (no time limit).
       - o Task 4 in exam paper model 3. Time limit: <u>8 minutes.</u>
       - o Review of mistakes and practice based on them.

Session 10 (2 hours)

   - **Target skill(s):**
       - o Listening comprehension (CA).
   - **Strategy(ies) to be improved:**
       - o Recognition of interactional modalities: informal conversation between two speakers.
       - o Interpretation of contexts: standardised inferences based on social situations.
       - o Identification of key information as a product of conditioning or discursive background.
   - **Practice and self-assessment:**
       - o Task 5 in exam models 1 and 2 (no time limit).
       - o Task 5 in exam model 3. Time limit: <u>8 minutes.</u>
       - o Review of mistakes and practice based on them.

   Suggested extra-curricular work:

   Timed performance of the **listening comprehension (CA)** test of **model test 4** (all 5 tasks).

   Time limit (and no interruptions): <u>40 minutes.</u>

SYLLABUS

UNIT 3. Structure. Written Expression and Interaction (EIE).

Specific aim:

− To verify the <u>structure</u> of the EIE test of the DELE, as well as the materials and processes necessary to carry it out.
− **Exercise** the skills of **written expression** and **interaction** by means of linguistic-discursive strategies.
− Reflect on one's own performance in the EIE test tasks leading to **self-assessment**.

Session 11 (2 hours)

− **Structure of the written expression and interaction test (EIE):**
    o Tasks 1 and 2.
    o Item types: semi-open.
− **Materials and application rules:**
    o Booklet, section 3 and its answer sheets.
    o Reminder: rules for the test day, what is allowed and forbidden in this test.
− **Target skill(s):**
    o Written expression and interaction (EIE).
− **Strategy(ies) to be refined:**
    o Review of the **holistic** scale for the assessment of EIE: what is expected of a B1 level applicant in general terms.
    o Review of the **analytical** scale for EIE assessment: appropriateness to discourse genre, coherence, correctness and range.
    o Reflection on own performance in writing.
    o Identification of examples of successful and unsuccessful B1 level candidates in the EIE test (holistic and analytical scales).
− **Practice and self-assessment:**
    o Free-writing exercises.
    o Self-diagnosis (in contrast to the scales).
    o Examples of suitable and unsuitable tasks from level B1 of the DELE EIE test.

Session 12 (2 hours)

− **Target skill(s):**
    o Written expression and interaction (EIE).
− **Strategy(ies) to be improved:**
    o Identifying and describing the elements that make up the epistolary genre (traditional and modern).
    o Interacting discursively through an email (in adherence to the elements of the genre).
    o Concrete and cohesive informative reaction by replying to a message.
    o Selection of relevant information and hierarchisation of its presentation according to the epistolary discursive genre.

SYLLABUS

- **Practice and self-assessment:**
    - o Task 1 in exam papers 1 and 2 (no time limit).
    - o Revision of errors and practice based on them.
    - o Task 1 on exam paper 3. Time limit: <u>30 minutes.</u>
    - o Contrast with the holistic and analytical rubrics.

Session 13 (2 hours)

- **Target skill(s):**
    - o Written expression and interaction (EIE).
- **Strategy(ies) to be improved:**
    - o Recognition of narrative strategies for constructing a personal discourse: text-opening formula, discourse nexuses to develop and conclude a story, and temporal markers consistent with the story told.
    - o Reinforcement of description strategies to express opinion and contrast one's own ideas.
    - o Evaluation of others' ideas and showing agreement/disagreement with them.
    - o Recognition of interactional modalities: informal conversation between two speakers.
- **Practice and self-assessment:**
    - o Task 2 on exam models 1 and 2 (no time limit).
    - o Revision of mistakes and practice based on them.
    - o Task 2 in model test 3. Time limit: <u>30 minutes.</u>
    - o Contrast with the holistic and analytical rubrics.

Suggested extra-curricular work:

Timed completion of the **written expression and interaction (EIE)** test of **model exam 4** (the 2 tasks).

Time limit (and no interruptions): <u>60 minutes.</u>

UNIT 4. Structure. Oral Expression and Interaction (EIO).

Specific aim:

- To verify the **structure** of the EIO test of the DELE, as well as the materials and processes necessary to carry it out.
- **Exercise oral expression and interaction** skills through linguistic-discursive strategies.
- Reflect on one's own performance in the EIO test tasks leading to **self-assessment**.

Session 14 (2 hours)

- **Structure of the Speaking and Interaction Test (EIO):**
    - o Tasks 1 and 2; tasks 3 and 4.
    - o Item types: semi-open and open.
- **Materials and application rules:**
    - o Booklet, section 4 and its answer sheets.

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- o Reminder: rules for the test day, what is allowed and forbidden in this test.
- **Target skill(s):**
  - o Oral expression and interaction (EIO).
- **Strategy(ies) to be refined:**
  - o Review of the **holistic** scale for the assessment of EIO: what is expected of a B1 level applicant in general terms.
  - o Review of the **analytical** scale for EIO assessment: coherence, fluency, correctness and range.
  - o Reflection on own performance in speaking.
  - o Identification of examples of successful and unsuccessful B1 level candidates in the EIO test (holistic and analytical scales).
- **Practice and self-assessment:**
  - o Free speaking exercises.
  - o Self-diagnosis (in contrast to the scales).
  - o Examples of suitable and unsuitable tasks from the B1 level of the EIO test of the DELE.

Session 15 (2 hours)

- **Target skill(s):**
  - o Oral expression and interaction (OIE).
- **Strategy(ies) to be improved:**
  - o Textual requirements that appeal to the speaker's spontaneous oral interaction.
  - o Analysis and synthesis of concepts that define the relationship of the speaker's personal experiences to a topic of collective relevance.
  - o Presentation including descriptions of personal experiences, opinions and wishes which can be linked to a topic to be discussed.
  - o Participation in a prepared vs. spontaneous dialogue on a familiar topic.
- **Practice and self-assessment:**
  - o Task 1 and 2 in exam models 1 and 2 (no time limit).
  - o Review of errors and practice from them.
  - o Tasks 1 and 2 in model test 3. Time limit: (15 minutes' preparation + 7 minutes' tasks 1 and 2).
  - o Contrast with holistic and analytical rubrics.

Session 16 (2 hours)

- **Target skill(s):**
  - o Oral expression and interaction (OIE).
- **Strategy(s) to be refined:**
  - o Detailed description of an image (photograph or illustration), by identifying relevant aspects and justifying such selection of aspects.
  - o Formulation of hypotheses about an image.

- o Recognition of visual aspects for the construction of a personal discourse: answering questions from an interviewer and relating the image to the speaker's experiences.
- o Spontaneous conversations and negotiations on the basis of present or hypothetical aspects of the image previously described.
- – **Practice and self-assessment:**
  - o Tasks 3 and 4 in exam models 1 and 2 (no time limit).
  - o Review of mistakes and practice based on them.
  - o Tasks 3 and 4 in exam paper 3. Time limit: <u>6 minutes</u>.
  - o Contrast with the holistic and analytical rubrics.

Suggested extra-classroom work:

Timed performance of the **oral expression and interaction test (EIO)** of **model exam 4** (tasks 1 and 3, the one that does not require interaction).

Time limit (and no interruptions): <u>15 minutes preparation + 4 minutes task 1 + 3 minutes task 3 = 22 minutes.</u>

UNIT 5. Practice. Application of the DELE exam in a simulated situation.

Specific aim:

- – To **exercise** the skills of reading comprehension, listening comprehension, written expression and interaction, as well as oral expression and interaction by taking the 4 tests of the DELE exam.
- – To reflect on one's own performance in the exam leading to self-assessment.

Session 17 (2 hours)

- – **Target skill(s):**
  - o Reading comprehension (CL) and listening comprehension (CA).
- – **Practice and self-assessment:**
  - o Performance of the **CL and CA tests of model exam 5** in simulated situation (with the DELE's own times and processes in a real context).
  - o Time limit (without interruptions): <u>70 minutes of CL + 40 minutes of CA = 110 minutes.</u>

Session 18 (2 hours)

- – **Target skill(s):**
  - o Written expression and interaction (EIE) and oral expression and interaction (EIO).
- – **Practice and self-assessment:**
  - o Performance of the **EIE test of model exam 5** in a simulated situation (with DELE timings and processes in a real context).
- – **Preparation** of the **EIO test of model exam 5** in a simulated situation (only reading and preparation of the chosen topic, without presenting it yet).

o Time limit (including break): <u>60 minutes EIE + 15 minutes break + 15 minutes EIO preparation = 90 minutes.</u>

Session 19 (2 hours)

- **Target skill(s):**
  - o Oral expression and interaction (OIE).
- **Practice and self-assessment:**
  - o Performance of the **EIO test (tasks 1 to 4) of model exam 5** in simulated situation (with the DELE's own times and processes in a real context).
  - o Time limit (without interruption): <u>maximum 15 minutes per person.</u>

Session 20 (2 hours)

- **Target skill(s):**

Reading comprehension (CL), listening comprehension (CA), written expression and interaction (EIE) and oral expression and interaction (EIO).

- **Practice and self-assessment:**
  - o Self-review of the answers to the CL and CA tests in model test 5 (with answer keys) taken in session 17.
  - o Peer review using the holistic and analytical scales of the EIE test texts in model test 5 conducted in session 18.
  - o Teacher feedback based on the holistic and analytical scales of the EIO test of exam model 5 conducted in session 19.
  - o Final reflections. Closing.

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Preparation DELE B2

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General objectives:

a) The student will identify the structure of the DELE exam and distinguish the tasks that make up each of its tests, as well as the materials that make up each section.
b) Distinguish the assessment methodology of the exam.
c) Exercise and self-assess previously learned skills and knowledge, the foundations of which will be examined by the DELE.

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UNIT 1. Introduction. Reading Comprehension (CL).

</div>

Specific aim:

- Recognise the levels of proficiency in Spanish according to the **CEFR**.
- Identify the sections, materials and processes that make up the **DELE B2** exam.
- **Exercise reading comprehension** skills through linguistic-discursive strategies.
- Reflect on one's own performance in the CL test tasks leading to **self-assessment**.

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Session 1 (2 hours)

- **Introduction**:
  - o The Common European Framework of Reference (CEFR) for languages and its levels (A1, access; A2, platform; B1, threshold; B2, advanced; C1, effective operational proficiency and C2, mastery).
  - o Distinctions of speakers according to their competence in the use of the language: basic (A1 and A2), independent (B1 and B2) and proficient (C1 and C2).
- **Structure of the DELE B2 exam:**
  - o Reading comprehension test (CL): tasks 1 to 4.
  - o Item types: closed.
  - o Listening comprehension test (CA): tasks 1 to 5.
  - o Item types: closed.
  - o Test of Written Expression and Interaction (EIE): tasks 1 and 2.
  - o Item types: semi-open.
  - o Test of oral expression and interaction (EIO): set of tasks 1 and 2; task 3.
  - o Item types: semi-open and open.
- **Evaluation of the DELE B2 exam:**
  - o Groups 1 and 2 (CL, CA; EIE, EIO).
  - o Overall mark.
  - o Minimum pass mark.
- **Materials and application rules:**
  - o Booklets and answer sheets.
  - o Rules for the test day: what is allowed and what is forbidden.
- **Do NOT look at or answer model test 5.**

Session 2 (2 hours)

- **Target skill(s):**
  - o Reading comprehension (CL).
- **Strategy(ies) to be improved:**
  - o Comprehension of key ideas in complex texts: syntactic structures to introduce information.
  - o Description of information in social and professional domains.
  - o Identifying and interpreting data to make sense of complex texts.
- **Practice and self-assessment:**
  - o Task 1 in exam models 1 and 2 (no time limit).
  - o Task 1 in model test 3. Time limit: 15 minutes.
  - o Review of mistakes and practice based on them.

Session 3 (2 hours)

- **Target skill(s):**
  - o Reading comprehension (CL).
- **Strategy(ies) to be improved:**

o Explanatory amplification of information.
o Identifying specific information of relevance in complex texts.
o Inference of attitudes, feelings and evaluations from the description of key information.
– **Practice and self-assessment**:
o Task 2 in exam models 1 and 2 (no time limit).
o Task 2 in test model 3. Time limit: 20 minutes.
o Review of mistakes and practice based on them.

Session 4 (2 hours)

– **Target skill(s):**
o Reading comprehension (CL).
– **Strategy(ies) to be improved:**
o Reconstruction of textual structures from the identification of antecedents and consequents.
o Identification and categorisation of relationships between ideas with consequences in the personal, public, professional or academic spheres.
o Synthesis of information: selection of relevant features and discarding of empty expressions.
– **Practice and self-assessment:**
o Task 3 in exam models 1 and 2 (no time limit).
o Task 3 in model test 3. Time limit: 15 minutes.
o Review of errors and practice from them.

Session 5 (2 hours)

– **Target skill(s):**
o Reading comprehension (CL).
– **Strategy(ies) to be improved:**
o Identification of grammatical categories and their functions in concrete contexts.
o Contextualisation of information according to genres (historical, literary, biographical) of application in professional and academic settings.
– **Practice and self-assessment:**
o Task 4 in exam models 1 and 2 (no time limit).
o Task 4 in exam paper 3. Time limit: 20 minutes.
o Review of mistakes and practice based on them.

Suggested extra-curricular work:

Timed completion of the **reading comprehension (CL)** test of **model test 4** (the 4 tasks).

Time limit (and without interruptions): 70 minutes.

SYLLABUS

UNIT 2. Structure. Listening Comprehension (CA).

Specific aim:

− To verify the **structure** of the **DELE B2** CA test, as well as the materials and processes necessary to carry it out.
− **Exercise listening comprehension** skills through linguistic-discursive strategies.
− Reflect on one's own performance in the CA test tasks leading to **self-assessment**.

Session 6 (2 hours)

− **Structure of the listening comprehension (CA) test:**
   o Tasks 1 to 5.
   o Item types: closed.
− **Materials and application rules:**
   o Booklet, section 2 and its answer sheets.
   o Reminder: rules for the test day, what is allowed and forbidden in this test.
− **Target skill(s):**
   o Listening comprehension (CA).
− **Strategy(ies) to be improved:**
   o Identification of relevant information in formal and informal conversations.
   o Hierarchisation of information according to a main idea.
   o Recognition of the domains of operation of highlighted information: personal, professional, public and academic.
− **Practice and self-assessment:**
   o Task 1 in exam models 1 and 2 (no time limit).
   o Task 1 in exam paper 3. Time limit: 8 minutes.
   o Review of mistakes and practice based on them.

Session 7 (2 hours)

− **Target skill(s):**
   o Listening comprehension (CA).
− **Strategy(ies) to be improved:**
   o Categorising information and relating ideas to their speakers.
   o Identifying specific details in general information.
   o Recognition of formal and informal styles of information in personal and public domains.
− **Practice and self-assessment:**
   o Task 2 in exam models 1 and 2 (no time limit).
   o Task 2 in model test 3. Time limit: 8 minutes.
   o Review of mistakes and practice based on them.

Session 8 (2 hours)

− **Target skill(s):**
   o Listening comprehension (CA).
− **Strategy(ies) to be improved:**

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o Identifying key information by discarding empty words, using synonyms and observing markers of relevance (intonation, repetition, vocal emphasis).
o Inference of consequents by identifying antecedents.
o Differentiation of denotation and connotation mechanisms for the construction of arguments and opinions.

– **Practice and self-assessment:**
o Task 3 in exam models 1 and 2 (no time limit).
o Task 3 in exam model 3. Time limit: 8 minutes.
o Review of errors and practice from them.

Session 9 (2 hours)

– **Target skill(s):**
o Listening comprehension (CA).

– **Strategy(ies) to be improved:**
o Recognition of genres of orality: monologues, dialogues, soliloquies.
o Differentiate between narrative strategies (recounting experiences) and evaluative strategies (expressing opinions or offering advice).
o Synthesis: describing general ideas, omitting redundant expressions and distinguishing between information and opinion.

– **Practice and self-assessment:**
o Task 4 in exam models 1 and 2 (no time limit).
o Task 4 in model test 3. Time limit: 8 minutes.
o Review of mistakes and practice based on them.

Session 10 (2 hours)

– **Target skill(s):**
o Listening comprehension (CA).

– **Strategy(ies) to be improved:**
o Recognition of strategies for talking about plans, hypotheses and probable futures through monologues or extended conversations.
o Identifying key information by discarding empty expressions, contextualising enunciation and linking textual information to professional and academic domains.
o Inference of conclusions from the identification of connotations, opinions and arguments.

– **Practice and self-assessment:**
o Task 5 in exam models 1 and 2 (no time limit).
o Task 5 in exam model 3. Time limit: 8 minutes.
o Review of errors and practice based on them.

Suggested extra-curricular work:

Timed performance of the **listening comprehension (CA)** test of model **test 4** (all 5 tasks).

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Time limit (and no interruptions): <u>40 minutes</u>.

UNIT 3. Structure. Written Expression and Interaction (EIE).

Specific aim:

- o To verify the **structure** of the EIE test of the **DELE B2**, as well as the materials and processes necessary to carry it out.
- o **Exercise** the skills of **written expression and interaction** through linguistic-discursive strategies.
- o Reflect on one's own performance in the EIE test tasks leading to **self-assessment**.

Session 11 (2 hours)

- **Structure of the written expression and interaction test (EIE):**
  - o Tasks 1 and 2.
  - o Item types: semi-open.
- **Materials and application rules:**
  - o Booklet, section 3 and its answer sheets.
  - o Reminder: rules for the test day, what is allowed and forbidden in this test.
- **Target skill(s):**
  - o Written expression and interaction (EIE).
- **Strategy(s) to be improved:**
  - o Review of the **holistic** scale for the assessment of EIE: what is expected of a **B2 level** applicant in general terms.
  - o Review of the **analytical** scale for EIE assessment: appropriateness to discourse genre, coherence, correctness and range.
  - o Reflection on own performance in writing.
  - o Identification of examples of successful and unsuccessful candidates at **B2 level** in the EIE test (holistic and analytical scales).
- **Practice and self-assessment:**
  - o Free-writing exercises.
  - o Self-diagnosis (in contrast to the scales).
  - o Examples of suitable and unsuitable tasks for level B2 of the DELE EIE test.

Session 12 (2 hours)

- **Target skill(s):**

Written expression and interaction (EIE).

- **Strategy(s) to be refined:**
  - o Writing texts of the epistolary genre in formal and informal style.
  - o Argumentation using conventional linguistic structures and from different discursive supports (advertisements, news, comments, offers, etc.).
  - o Reinterpretation and synthesis of central elements taken from different texts.
- **Practice and self-assessment:**

o Task 1 on test models 1 or 2 (no time limit).
o Revision of errors and practice based on them.
o Task 1 on exam paper 3. Time limit: <u>40 minutes.</u>
o Contrast with the holistic and analytical rubrics.

Session 13 (2 hours)

– **Target skill(s):**
  o Written expression and interaction (EIE).
– **Strategy(s) to be improved:**
  o Recognition of narrative strategies for constructing an opinion piece.
  o Structuring texts with main and secondary ideas.
  o Interpretation of data, graphs or written texts for the writing of one's own text.
– **Practice and self-assessment:**
  o Task 2 in model exam papers 1 or 2 (no time limit).
  o Revision of errors and practice based on them.
  o Task 2 on model exam paper 3. Time limit: 40 minutes.
  o Contrast with the holistic and analytical rubrics.

Suggested extra-classroom work:

Timed completion of the written **expression and interaction (EIE)** test in **exam model 4** (the 2 tasks).

Time limit (and no interruptions): <u>80 minutes.</u>

UNIT 4. Structure. Oral Expression and Interaction (EIO).

Specific aim:

To verify the **structure** of the EIO test of the **DELE B2**, as well as the materials and processes necessary to carry it out.

To **exercise** the skills of oral **expression and interaction** through linguistic-discursive strategies.

Reflect on one's own performance in the EIO test tasks leading to a **self-assessment**.

Session 14 (2 hours)

– **Structure of the Speaking and Interaction Test (EIO):**
  o Tasks 1, 2 and 3.
  o Item types: semi-open and open.
– **Materials and application rules:**
  o Booklet, Section 4 and its answer sheets.
  o Reminder: rules for the test day, what is allowed and forbidden in this test.
– **Target skill(s):**
  o Oral expression and interaction (EIO).

SYLLABUS

- **Strategy(ies) to be improved:**
  - Review of the **holistic** scale for the assessment of EIO: what is expected of a **B2 level** candidate in general terms.
  - Review of the **analytical** scale for EIO assessment: coherence, fluency, correctness and range.
  - Reflection on own performance in speaking.
  - Identification of examples of successful and unsuccessful candidates at **B2 level** in the EIO test (holistic and analytical scales).
- **Practice and self-assessment:**
  - Free speaking exercises.
  - Self-diagnosis (in contrast to the scales).
  - Examples of suitable and unsuitable tasks for **level B2** of the EIO test of the DELE.

Session 15 (2 hours)

- **Target skill(s):**
  - Oral expression and interaction (OIE).
- **Strategy(ies) to be refined:**
  - Analysis and synthesis of core concepts of competing positions.
  - Evaluation of the advantages and disadvantages of the available alternatives for the solution of a problem.
  - Situational description based on a visual or written stimulus.
  - Fluency in discursive interaction and exchange of opinions when participating in a dialogue, discussion or debate.
- **Practice and self-assessment:**
  - Tasks 1 and 2 in model exam papers 1 or 2 (no time limit).
  - Review of errors and practice building on them.
  - Tasks 1 and 2 in exam model 3. Time limit: (<u>20 minutes' preparation + 7 minutes' exposure and interaction of task 1 + 6 minutes' exposure and interaction of task 2 = 33 minutes</u>).
  - Contrast with holistic and analytical rubrics.

Session 16 (2 hours)

- **Target skill(s):**
  - Oral expression and interaction (OIE).
- **Strategy(ies) to be improved:**
  - Constructing inferences and opinions from a picture (photograph or illustration).
  - Participate in informal conversations in personal and public spheres.
  - Spontaneous dialogue and negotiation on the basis of graphic or written stimuli in various discursive media (news, survey results, trends, etc.).
- **Practice and self-assessment:**
  - Task 3 on test models 1 and 2 (no time limit).
  - Review of errors and practice based on them.

o Task 3 on exam paper 3. Time limit: <u>4 minutes.</u>
o Contrast with the holistic and analytical rubrics.

Suggested extra-classroom work:

Timed performance of the oral **expression and interaction (EIO)** test in **exam model 4** (tasks 1 and 2, only the expository part which does not require interaction).

Time limit (and no interruptions): <u>20 minutes' preparation + 4 minutes' exposition of task 1 + 3 minutes' exposition of task 2 = 27 minutes.</u>

UNIT 5. Practice. Application of the DELE exam in a simulated situation.

Specific aim:

− To **exercise** the skills of reading comprehension, listening comprehension, written expression and interaction, as well as oral expression and interaction by taking the **4 tests of the DELE B2 exam.**
− To reflect on one's own performance in the exam leading to a **self-assessment**.

Session 17 (2 hours)

− **Target skill(s):**

Reading comprehension (CL) and listening comprehension (CA).

− **Practice and self-assessment:**
o Performance of the **CL and CA tests of model exam 5** in simulated situation (with the DELE's own times and processes in a real context).
o Time limit (without interruptions): <u>70 minutes of CL + 40 minutes of CA = 110 minutes.</u>

Session 18 (2 hours)

− **Target skill(s):**
o Written expression and interaction (EIE) and oral expression and interaction (EIO).
− **Practice and self-assessment:**
o Performance of the **EIE test of model exam 5** in a simulated situation (with DELE timings and processes in a real context).
− **Preparation** of the **EIO test of model exam 5** in a simulated situation (only reading and preparation of the chosen topic, without presenting it yet).
o Time limit (including break): <u>80 minutes EIE + 10 minutes break + 20 minutes EIO preparation = 110 minutes.</u>

Session 19 (2 hours)

− **Target skill(s):**
o Oral expression and interaction (EIO).

SYLLABUS

- **Practice and self-assessment:**
    - o Performance of the **EIO test (tasks 1 to 3) of model exam 5** in simulated situation (with the DELE's own timings and processes in a real context).
    - o Time limit (without interruption): <u>maximum 17 minutes per person.</u>

Session 20 (2 hours)

- **Target skill(s):**
    - o Reading comprehension (CL), listening comprehension (CA), written expression and interaction (EIE) and oral expression and interaction (EIO).
- **Practice and self-assessment:**
    - o Self-review of the answers to the CL and CA tests **in model test 5** (with answer keys) taken in session 17.
    - o Peer review using the holistic and analytical scales of the EIE test texts in model test 5 conducted in session 18.
    - o Teacher feedback based on the holistic and analytical scales of the EIO test of exam model 5 conducted in session 19.
    - o Final reflections. Closing.

Preparation DELE C1

General aim:

a) The student will identify the structure of the DELE C1 exam and distinguish the tasks that make up each of its tests, as well as the materials that make up each section.

b) The student will distinguish the assessment methodology of the exam.

c) The student will exercise and self-assess previously learned skills and knowledge, the foundations of which will be examined by the DELE.

UNIT 1. Introduction. Reading Comprehension and Language Use (CLUL).

Specific aim:

- Recognise the levels of proficiency in Spanish according to the **CEFR**.
- Identify the sections, materials and processes that make up the **DELE C1 exam**.
- **Exercise reading comprehension skills and use of the language** through linguistic-discursive strategies.
- Reflect on one's own performance in the CLUL test tasks leading to **self-assessment**.

Session 1 (2 hours)

- **Introduction:**
    - o The Common European Framework of Reference (CEFR) for languages and its levels (A1, access; A2, platform; B1, threshold; B2, advanced; C1, effective operational proficiency; and C2, mastery).
    - o Distinctions of speakers according to their competence in the use of the language: basic (A1 and A2), independent (B1 and B2) and proficient (C1 and C2).

SYLLABUS

- **Structure of the DELE C1 exam:**
  o Test of reading comprehension and language use (CLUL): tasks 1 to 5.
  o Types of items: closed.
  o Listening comprehension test (CAUL): tasks 1 to 4.
  o Item types: closed-ended.
  o Test of integrated skills: listening comprehension and written expression and interaction (CA and EIE): Tasks 1 and 2.
  o Item types: semi-open.
  o Test of integrated skills: reading comprehension and oral expression and interaction (CL and EIO): set of tasks 1, 2 and 3.
  o Item types: semi-open and open.
- **Evaluation of the DELE C1 exam:**
  o Groups 1 and 2 (CLUL, CA and EIE; CAUL, CL and EIO).
  o Overall mark.
  o Minimum pass mark.
- **Materials and application rules:**
  o Booklets and answer sheets.
  o Rules for the test day: what is allowed and what is forbidden.
  o **Do NOT look at or answer model test 5.**
- **Target skill(s):**
  o Reading comprehension and language use (CLUL).
- **Strategy(s) to be improved:**
  o Synthesis of content to understand the general idea of a text.
  o Identification of specific information within short texts in the public and professional domain.
- **Practice and self-assessment:**
  o Task 1 in exam model 1 or 2 (no time limit).
  o Task 1 in model test 3. Time limit: 18 minutes.
  o Review of mistakes and practice based on them.

Session 2 (2 hours)

- **Target skill(s):**
  o Reading comprehension and language use (CLUL).
- **Strategy(ies) to be improved:**
  o Relationship between the ideas that make up a long text by reconstructing its structure.
  o Narration of experiences, plans or projects linked to the professional and academic sphere.
  o Identifying the point of view in academic and informative texts.
  o Recognition of opinions and attitudes, both explicit and implicit.
- **Practice and self-assessment:**
  o Task 2 and 3 in model exam papers 1 or 2 (no time limit).
  o Task 2 and 3 in model test 3. Time limit: 36 minutes.
  o Review of mistakes and practice based on them.

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Session 3 (2 hours)

- **Target skill(s):**
  - Reading comprehension and use of language (CLUL).
- **Strategy(ies) to be improved:**
  - Detailed explanation of technical and academic information.
  - Identifying detailed information of relevance in short texts.
- **Practice and self-assessment:**
  - Task 4 in exam models 1 and 2 (no time limit).
  - Task 4 in model test 3. Time limit: <u>18 minutes.</u>
  - o Review of errors and practice on them.

Session 4 (2 hours)

- **Target skill(s):**
  - Reading comprehension and language use (CLUL).
- **Strategy(ies) to be improved:**
  - Identification of linguistic structures in specialised texts.
  - Lexical adequacy in texts whose linguistic repertoire is complex.
  - Recognition of topics specific to professional and academic fields.
- **Practice and self-assessment:**
  - Task 5 in model exams 1 and 2 (no time limit).
  - Task 5 in model exam 3. Time limit: <u>18 minutes.</u>
  - Review of mistakes and practice based on them.

Suggested extra-curricular work:

- Timed completion of the **Reading Comprehension and Language Use (CLUL) test in model test 4** (all 5 tasks).
- Time limit (and no interruptions): <u>90 minutes.</u>

UNIT 2. Structure. Listening Comprehension and Use of Language (CAUL).

Specific aim:

- To verify the **structure** of the CAUL test of the **DELE C1**, as well as the materials and processes necessary to carry it out.
- **Exercise listening comprehension skills and use of the language** through linguistic-discursive strategies.
- Reflect on one's own performance in the CAUL test tasks leading to **self-assessment**.

Session 5 (2 hours)

- **Structure of the Listening Comprehension and Use of Language (CAUL) test:**
  - Tasks 1 to 4.
  - Item types: closed.
- **Materials and application rules:**
  - Booklet, section 2 and its answer sheets.
  - Reminder: rules for the test day, what is allowed and forbidden in this test.

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- **Target skill(s):**
  o Listening comprehension and use of language (CAUL).
- **Strategy(ies) to be improved:**
  o Overview comprehension through recognition of main ideas and identification of specific facts.
  o Characterisation of descriptions or narratives of academically related projects or experiences.
- **Practice and self-assessment:**
  o Task 1 in exam models 1 and 2 (no time limit).
  o Task 1 in exam paper 3. Time limit: 12 minutes.
  o Review of errors and practice based on them.

Session 6 (2 hours)

- **Target skill(s):**
  o Listening comprehension and language use (CAUL).
- **Strategy(ies) to be improved:**
  o Recognition of details of relevance in collective linguistic formulae for social interaction.
  o Effective interaction in transactional conversations and brief negotiations in an informal style.
  o Identifying points of view in informal conversations of medium length in personal and public spheres.
- **Practice and self-assessment:**
  o Task 2 in exam models 1 and 2 (no time limit).
  o Task 2 in model test 3. Time limit: 13 minutes.
  o Review of mistakes and practice based on them.

Session 7 (2 hours)

- **Target skill(s):**
  o Listening comprehension and language use (CAUL).
- **Strategy(ies) to be improved:**
  o Identifying main ideas in a dialogue or conversation between two or more participants.
  o Extraction of key detailed information and inference of implications from such information.
  o Recognition of the elements which make up the discursive genres of the interview and the extended debate which operate in the public and professional spheres.
- **Practice and self-assessment:**
  o Task 3 in exam models 1 and 2 (no time limit).
  o Task 3 in model exam 3. Time limit: 12 minutes.
  o Review of mistakes and practice based on them.

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Session 8 (2 hours)

- **Target skill(s):**
  - o Listening comprehension and language use (CAUL).
- **Strategy(ies) to be improved:**
  - o Identification of conventional connotations for pragmatic and social situations in short dialogues.
  - o Contextualisation of speakers on topics of application in personal, public, professional and academic domains.
- **Practice and self-assessment:**
  - o Task 4 in exam models 1 and 2 (no time limit).
  - o Task 4 in exam paper 3. Time limit: 13 minutes.
  - o Review of mistakes and practice from them.

Suggested extra-curricular work:

Timed performance of the **listening comprehension and use of language (CAUL)** test in **model test 4** (all 4 tasks).

Time limit (and no interruptions): <u>50 minutes.</u>

UNIT 3. Structure. Integrated skills: Listening Comprehension and Written Expression and Interaction (CA and EIE).

Specific aim:

- To verify the **structure** of the **DELE C1** CA and EIE test, as well as the materials and processes necessary to perform it.
- **Exercise listening comprehension and written expression** and interaction skills through linguistic-discursive strategies.
- Reflect on one's own performance in the CA and EIE test tasks leading to **self-assessment**.

Session 9 (2 hours)

- **Structure of the integrated skills test: listening comprehension and written expression and interaction (CA and EIE):**
  - o Tasks 1 and 2.
  - o Item types: semi-open.
- **Materials and application rules:**
  - o Booklet, section 3 and its answer sheets.
  - o Reminder: rules for the test day, what is allowed and forbidden in this test.
- **Target skill(s):**
  - o Integrated skills: listening comprehension and written expression and interaction (CA and EIE).
- **Strategy(ies) to be improved:**
  - o Review of the **holistic** scale for the assessment of CA and EIE: what is expected of a **C1 level** applicant in general terms.

- o Review of the **analytical** scale for the assessment of CA and EIE: appropriateness to the discourse genre, coherence, correctness and scope.
  - o Reflection on own performance in writing.
  - o Identification of examples of successful and unsuccessful **C1** candidates in the CA and EIE test (holistic and analytical scales).
- – **Practice and self-assessment:**
  - o Free-writing exercises.
  - o Self-diagnosis (in contrast to the scales).
  - o Examples of suitable and unsuitable tasks for level C1 of the CA and EIE of the DELE.

Session 10 (2 hours)

- – **Target skill(s):**
  - o Integrated skills: listening comprehension and written expression and interaction (CA and EIE).
- – **Strategy(ies) to be improved:**
  - o Recognition of the structure of a lecture, speech or presentation in a professional or academic setting.
  - o Synthesis by outlining an oral text.
  - o Writing an argumentative or expository text based on the outline previously made, including arguments and counter-arguments.
- – **Practice and self-assessment:**
  - o Task 1 in exam papers 1 and 2 (no time limit).
  - o Review of mistakes and practice based on them.
  - o Contrast with the holistic and analytical rubrics.

Session 11 (2 hours)

- – **Target skill(s):**
  - o Integrated skills: listening comprehension and written expression and interaction (CA and EIE).
  - o Strategy(s) to be refined:
  - o Structured inclusion in an argumentative text of a personal appraisal or opinion.
  - o Writing an argumentative text in a formal style with categories and hierarchies between central and secondary ideas.
  - o Identification of conventions and distinctive features of genres such as reviews, magazine articles, letters of complaint, institutional applications and letters of recommendation.
- – **Practice and self-assessment:**
  - o Task 1 in model exam paper 3. Time limit: 40 minutes.
  - o Task 2 on model exam paper 1 (no time limit).
  - o Review of mistakes and practice based on them.
  - o Contrast with the holistic and analytical rubrics.

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Session 12 (2 hours)

- **Target skill(s):**
  - o Integrated skills: listening comprehension and written expression and interaction (CA and EIE).
- **Strategy(ies) to be improved:**
  - o Writing texts of the epistolary genre in formal and informal style.
  - o Argumentation using conventional linguistic structures and from different discursive supports (advertisements, news, comments, offers, etc.).
  - o Reinterpretation and synthesis of central elements taken from different texts.
- **Practice and self-assessment:**
  - o Task 2 in exam model 2 (no time limit).
  - o Task 2 in model test 3. Time limit: <u>40 minutes.</u>
  - o Review of errors and practice from them.
  - o Contrast with holistic and analytical rubrics.

Suggested extra-curricular work:

Timed completion of the **listening comprehension and written expression and interaction test (CA and EIE) of model test 4** (the 2 tasks).

Time limit (and no interruptions): <u>80 minutes.</u>

UNIT 4. Structure. Integrated skills: Reading Comprehension and Oral Expression and Interaction (CL and EIO).

Specific aim:

- To verify the **structure** of the **DELE C1** CL and EIO test, as well as the materials and processes necessary to perform it.
- **Exercise reading comprehension and oral expression and interaction skills** through linguistic-discursive strategies.
- Reflect on one's own performance in the CL and EIO test tasks leading to **self-assessment.**

Session 13 (2 hours)

- **Structure of the integrated skills test: reading comprehension and oral expression and interaction (CL and EIO):**
  - o Tasks 1, 2 and 3.
  - o Item types: semi-open and open.
- **Materials and rules of application:**
  - o Booklet, section 4 and its answer sheets.
  - o Reminder: rules for the test day, what is allowed and forbidden in this test.
- **Target skill(s):**
  - o Integrated skills: reading comprehension and oral expression and interaction (CL and EIO).

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- **Strategy(ies) to be improved:**
  - Review of the **holistic** scale for the assessment of CL and EIO: what is expected of a **C1 level** applicant in general terms.
  - Review of the **analytical** scale for CL and EIO assessment: coherence, fluency, correctness and range.
  - Reflection on own performance in speaking.
  - Identification of examples of successful and unsuccessful **C1 candidates** in the CL and EIO test (holistic and analytical scales).
- **Practice and self-assessment:**
  - Free speaking exercises.
  - Self-diagnosis (in contrast to the scales).
  - Examples of suitable and unsuitable tasks for **level C1** of the CL and EIO of the DELE.

Session 14 (2 hours)

- **Target skill(s):**
  - Integrated skills: reading comprehension and oral expression and interaction (CL and EIO).
- **Strategy(ies) to be improved:**
  - Comprehension of complex and lengthy texts.
  - Summarising and evaluating a text by providing justifications and arguments.
  - Conversation or debate to defend a position through argumentation.
  - Providing answers to complex questions and counter-arguments to that position.
- **Practice and self-assessment:**
  - Assignments 1 and 2 in model exam papers 1 or 2 (no time limit).
  - Review of mistakes and practice based on them.
  - Time limit: 20 minutes' preparation + 5 minutes of the monologue in task 1 + 6 minutes of the discussion in task 2 = 31 minutes.
  - Contrast with the holistic and analytical rubrics.

Session 15 (2 hours)

- **Target skill(s):**

  Integrated skills: reading comprehension and oral expression and interaction (CL and EIO).

- **Strategy(ies) to be improved:**
  - Conversations derived from observation of visual or graphic stimuli (photographs, posters, newspaper or blog headlines, advertisements, slogans, etc.) which evidence different aspects of a topic.
  - Impromptu discussions in which the speaker participates spontaneously.
  - Exchange and negotiation of ideas, evaluations, experiences and justified opinions in order to reach (partial or total) agreement.

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- **Practice and self-assessment:**
    o Task 3 on examination models 1 and 2 (no time limit).
    o Review of errors and practice from them.
    o Task 3 on exam paper 3. Time limit: 6 minutes.
    o Contrast with the holistic and analytical rubrics.

Suggested extra-classroom work:

Timed performance of the **integrated skills** test: **reading comprehension and oral expression and interaction (CL and EIO) in exam model 4** (Task 1, which does not require interaction).

Time limit (and no interruptions): 20 minutes' preparation + 5 minutes of the monologue of task 1 = 25 minutes.

UNIT 5. Practice. Application of the DELE exam in a simulated situation.

Specific aim:

- To **exercise** the skills of reading comprehension and use of the language, listening comprehension and use of the language, integrated skills: listening comprehension and written expression and interaction, as well as integrated skills: reading comprehension and oral expression and interaction, by taking the **4 tests of the DELE C1 exam**.
- Reflecting on one's own performance in the exam leading to **self-assessment**.

Session 16 (2 hours)

- **Target skill(s):**
    o Reading comprehension and language use (CLUL).
- **Practice and self-assessment:**
    o Performance of the **5 CLUL tasks of model test 5** in a simulated situation (with the DELE's own timings and processes in a real context).
    o Time limit (and without interruptions): 90 minutes.

Session 17 (2 hours)

- **Target skill(s):**

Listening comprehension and language use (CAUL) and integrated skills: listening comprehension and written expression and interaction (CA and EIE).

- **Practice and self-assessment:**
    o Completion of the **4 CAUL tasks + CA and EIE task 1 of model exam 5** in a simulated situation (with the times and processes of the DELE in a real context).
    o Time limit (and without interruptions): 50 minutes of CAUL + 40 minutes of CA and EIE task 1 = 110 minutes.

SYLLABUS

Session 18 (2 hours)

− **Target skill(s):**
  o Integrated skills: listening comprehension and written expression and interaction (CA and EIE) and integrated skills: reading comprehension and oral expression and interaction.
− **Practice and self-assessment:**
  o Performance of **task 2 of CA and EIE, and preparation for tasks 1 and 2 of CL and EIO of model exam 5** in a simulated situation (with the times and processes typical of DELE in a real context).
  o Time limit (including a break): <u>40 minutes CA and EIE task 2 + 10 minutes break + 20 minutes' preparation for CL and EIO tasks 1 and 2 = 70 minutes.</u>

Session 19 (2 hours)

− **Target skill(s):**
  o Integrated skills: reading comprehension and oral expression and interaction (CL and EIO).
− **Practice and self-assessment:**
  o Performance of the **CL and EIO test (tasks 1 to 3) of model exam 5** in simulated situation (with the times and processes typical of the DELE in a real context).
  o Time limit (without interruption): <u>maximum 17 minutes per person.</u>

Session 20 (2 hours)

− **Target skill(s):**
  o Reading comprehension and language use (CLUL), listening comprehension and language use (CAUL), integrated skills: listening comprehension and written expression and interaction (CA and EIE) and integrated skills: reading comprehension and oral expression and interaction (CL and EIO).
− **Practice and self-assessment:**
  o Self-review of the answers to the CLUL and CAUL tests of **model test 5** (with answer keys) carried out in sessions 16 and 17.
  o Peer review using the holistic and analytical scales of the CA and EIE test texts from **exam paper 5** in sessions 17 and 18.
  o Teacher feedback based on the holistic and analytical scales of the CL and EIO test of **exam model 5** carried out in session 19.
  o Final reflections. Closing.

SYLLABUS

7.5. Assessment:

In courses by CEFR levels and by objectives:

Our scheme of assessment of the teaching-learning process envisages three types of assessment:

– A **continuous assessment** of the four skills in the course of each session by means of a process of observation-emphasis-reelaboration of structures in accordance with the level in progress.

– A **formative** mid-module **assessment** through a project, aimed at the application of newly acquired knowledge, language appropriation and communicative creativity, with a special focus on listening comprehension and oral expression and interaction.

– A **summative assessment** which measures, by means of an examination, the level of mastery of linguistic structures and understanding of the communicative functions of these structures, focusing on reading comprehension and written expression and interaction.

Oral expression and interaction (EIO)	Listening comprehension (CA)	Continuous assessment	25%	
		Auditory-oral project	25%	100%
Written expression and interaction (EIE)	Reading comprehension (CL)	Continuous assessment	25%	
		Reading and writing exam	25%	

In courses for specific purposes:

The methods for assessing the appropriation and application of knowledge and skills is, on the one hand, self-assessment by contrast with the keys of the exam models and weighting scales (analytical and holistic) provided by the DELE of the Cervantes Institute; on the other hand, feedback, re-elaboration and practice from errors in the answers to the tasks of the various DELE tests.

The evaluation process is continuous and its registration is carried out on the institution's platform.

SYLLABUS

8. Annexes

This Curriculum Plan constitutes the methodological and academic approach of the ELE programme at Alba al Español. As part of its components and for a comprehensive understanding of this educational project, we suggest reviewing the following annexes available on the work platform and / or on the website of our institution:

1. **The formative assessments**: listening and speaking projects (PAO) of modules 1 to 14 and of the Fundamentals A1-A2 module, included in the development of session 5 of each module; as well as the conversation clubs (CC), available in session 5 of modules 8 to 11.

2. **Summative assessments**: A, B and C literacy tests for modules 1 to 14 and the A1-A2 Foundation module, which is conducted in session 10 of each module programme.

3. **The complete syllabuses**: for modules 1 to 14, the Foundation module A1-A2 and the courses for specific purposes DELE B1, B2 and C1 preparation.

4. **The library catalogue**: around 200 titles of arts, literature, history and philosophy in Spanish, as well as reference texts in the area of grammar and Spanish as a foreign language, accessible to the student community and the teaching staff of the academy.

5. **Bank of activities**: activities to support the teaching of each module and available to teachers and students on the centre's platform.

6. **Academic procedures manual**: with the guidelines to be followed in the academic field of our centre.

7. **Manual of administrative processes**: with the necessary details for the administrative operation of the centre.

8. **List and planning of extracurricular activities**: updated every school year and available to the academic and student community of the academy.

9. **The support courses programmes**: for internal use and only for A1, A2 and B1.