

CURRICULUM (B1 – Pre-intermediate Level)

TARGET AUDIENCE

This curriculum is designed for students who are capable of managing in the majority of day-to-day situations and contexts; understanding the main points of oral and written texts that revolve around topics related to daily life; and producing simple, coherent texts.

COURSE OBJECTIVES

- To develop the four communicative skills (listening and reading comprehension, conversation, and written expression).
- To master the grammar outlined in this course and its use in communicative situations.
- To become proficient in the vocabulary and idioms designed for this course for this course and its use in communicative situations.
- To reinforce the course's contents through extra pedagogical materials and homework.

METHODOLOGY

Our pedagogical model is based on the communicative approach, which tries to prepare the student for real-life communications with other Spanish-speakers. With this objective in mind, we often use photographs, illustrations, audio samples, videos, texts, and role-plays that represent daily life, which serve as a starting point to stimulate conversations during our classes.

FUNCTIONAL CONTENT

- Speaking about the past.
- Making predictions, guesses, and forecasts.
- Describing someone's personality / describing a place
- Giving information (describing, comparing, asking questions, and giving information).
- Expressing the cause of an event.
- Expressing probability.
- Expressing moods.
- Expressing wishes and plans for the future.
- Expressing opinions and arguing.
- Giving advice and making recommendations.
- Speaking about personal relationships.
- Showing interest in someone and his or her life.
- Speaking about food and providing recipes.
- Making comparisons.

GRAMMATICAL CONTENT *

Modes, forms and verb tenses

- Indicative: past (preterit perfect, imperfect, indefinite, and pluperfect) // future (simple and compound) // simple conditional (giving advice)
- Subjunctive: present (expressing wishes and opinions)
- Imperative: positive and negative (giving advice and making recommendations)
- Periphrastic verbs: *soler* + infinitive, *estar a punto de* + infinitive, etc.
- Verbs with prepositions (*enamorarse de*, *alegrarse de*, etc.)
- Verbs expressing mood changes (*ponerse nervioso*, *dar miedo*, *enfadarse*, etc.)
- *parecerse a alguien*
- *se me da bien/mal*

Time indicators

- Describing the beginning and the duration an action (*hace*, *desde hace*, *desde que*, etc.).
- Actions that occur only once (*un día*, *una vez*, *aquel día*, etc.).
- Actions that occur with some frequency (*normalmente*, *a veces*, etc.).
- Expressing a project in the future (*dentro de*, etc.).

Prepositions and discursive connectors

- *A*, *ante*, *de*, *desde*, *en*, *hacia*, *hasta*, *por*, *para*...
- *Cuando*, *luego*, *después*, *entonces*...
- *Porque*, *como*, *aunque*...

Quantifiers

- *Demasiado*, *muy*, *bastante*, *algo*, *(un) poco*, *nada*...

Comparative expressions

- Comparing things: *más/menos* + adjective / adverb / noun + *que* etc.
- Comparing interests: *a mí también me gusta*, *a mí tampoco me gusta*

Exclamations

- *Qué* + noun/adjective.
- *Cuánto/cómo* + verb.
- *Ojalá que*.

Special verb constructions

- *Gustar*.
- Pronominal verbs.
- Impersonal verbs.
- Passive reflexive (*se corta la cebolla*, *se pelan las patatas*, *se mete en el horno*, etc.).

Uses of *ser* and *estar*

Uses of *saber* and *conocer*

* - If the student requests it, grammar content corresponding to lower levels can be reviewed (present and future indicative, gender and number agreement with nouns, possessive pronouns).