



Universidad de
La Sabana

SPANISH FOR FOREIGNERS MOBILITY STUDENTS

DEPARTAMENT OF LANGUAGES AND CULTURES

Level 5M (B1.1.1) Syllabus

Exit Profile

By the end of this level, the student:

will be able to generally understand the main points of clear standard input on familiar matters.

will be able to generally deal with most situations likely to arise while travelling in an area where the language is spoken.

will be able to generally produce simple connected text on topics that are familiar or of personal interest.

will be able to generally describe experiences and events and briefly give reasons and explanations for opinions and plans.

will be able to generally make use of ITC in order to develop his skills and to become more autonomous in his learning process.

Number of class hours: 64 (To be covered within the 16 weeks of the current semester)

Number of independent work hours: 32

Credits: 3

Evaluation:

Evaluation will be carried out periodically (every two or three weeks according to the current group needs). It will include both written and oral interaction.



First Module

The students will be able to perform interpretive, interactional and presentational tasks that require using communicative, cultural and ICT competences		
Tasks	Situations, Topics and Language	Competences
<p>Interactional/production task:</p> <ul style="list-style-type: none"> - Simulate a TV show in which pieces of advice and recommendations related to sports <p>Independent or reinforcement work:</p> <ul style="list-style-type: none"> -Virtual learning objects -Digital resources 	<p>Vocabulary related to:</p> <ul style="list-style-type: none"> - the gym <p>Grammar:</p> <ul style="list-style-type: none"> - Negative imperative: regular and irregular verbs - Placing direct object and indirect object pronouns 	<p>Speaking:</p> <p>The student can:</p> <ul style="list-style-type: none"> - recommend and give advice - give directions <p>Writing</p> <p>The student can:</p> <ul style="list-style-type: none"> - make a summary about a sport event <p>Listening</p> <p>The student can:</p> <ul style="list-style-type: none"> - understand specific information from audios related to sports <p>Reading:</p> <p>The student can:</p> <ul style="list-style-type: none"> - understand simple texts about everyday matters related to sports <p>Intercultural:</p> <p>The student can:</p>



		- get familiar with a physical practice such as yoga
--	--	--

Second Module

The student will be able to perform interpretive, interactional and presentational tasks that require using communicative, cultural and ICT competences		
Tasks	Situations, Topics and Language	Competences
<p>Interactional / production tasks:</p> <p>The student has to represent a job interview</p> <p>Writing Task:</p> <p>The student has to write a C.V.</p> <p>Independent or reinforcement work:</p> <ul style="list-style-type: none"> - Learning guides: SCORM - Support resources 	<p>Vocabulary related to:</p> <ul style="list-style-type: none"> - the office <p>Grammar Structures:</p> <p>Some verbal periphrasis:</p> <ul style="list-style-type: none"> - <i>volver + a + infinitive</i> - <i>dejar + de + infinitive</i> - <i>llevar + gerund</i> - <i>seguir + gerund</i> - <i>empezar + a + infinitive</i> - <i>acabar + de + infinitive</i> - <i>terminar + de + infinitive</i> - Indefinite, perfect, and imperfect preterite 	<p>Speaking:</p> <p>The student can:</p> <ul style="list-style-type: none"> - recount past experiences related to work and education <p>Writing</p> <p>The student can:</p> <ul style="list-style-type: none"> - make a written composition related to work and studies <p>Listening:</p> <p>The student can:</p> <ul style="list-style-type: none"> - understand concrete information from job interviews <p>Reading:</p> <p>The student can:</p> <ul style="list-style-type: none"> - understand specific information from texts related to work



SPANISH FOR FOREIGNERS MOBILITY STUDENTS

		<p>Intercultural:</p> <p>The student can:</p> <ul style="list-style-type: none"> - reflect upon pros and cons of banks and their role in modern life
--	--	---

Third Module

The student will be able to perform interpretive, interactional and presentational tasks that require using communicative, cultural and ICT competences		
Tasks	Situations, Topics and Language	Competences
<p>Interactional / production task:</p> <p>-tell an anecdote about a trip referencing facts finished in an immediate previous moment or some other time in the past</p> <p>Independent or reinforcement work:</p> <ul style="list-style-type: none"> - Learning guides: SCORM - Support resources 	<p>Vocabulary related to:</p> <ul style="list-style-type: none"> - Trips <p>Grammar Structures:</p> <ul style="list-style-type: none"> - Pluscuamperfect preterite - Preterites alternation - Linking words to talk about consequence, cause, opposite ideas, and simultaneity 	<p>Speaking:</p> <p>The student can:</p> <ul style="list-style-type: none"> - talk about personal experiences - ask for things and favors <p>Writing:</p> <p>The student can:</p> <ul style="list-style-type: none"> - write clear and detailed descriptions about trips <p>Listening:</p> <p>The student can:</p> <ul style="list-style-type: none"> - understand specific information from audios related to trips <p>Reading:</p> <p>The student can:</p> <ul style="list-style-type: none"> - understand main and supporting ideas from



SPANISH FOR FOREIGNERS MOBILITY STUDENTS

		<p>travel guides</p> <p>Intercultural:</p> <p>The student can:</p> <ul style="list-style-type: none"> - relate his culture of origin and the Ecuadorian one
--	--	--

Fourth Module

The student will be able to perform interpretive, interactional and presentational tasks that require using communicative, cultural and ICT competences		
Tasks	Situations, Topics and Language	Competences
<p>Writing Task:</p> <ul style="list-style-type: none"> - The student is to write a cover letter <p>Independent or reinforcement work:</p> <ul style="list-style-type: none"> - Learning guides: SCORM - Support resources 	<p>Vocabulary related to:</p> <ul style="list-style-type: none"> - Work experience <p>Grammar Structures:</p> <ul style="list-style-type: none"> - Supporting ideas, organization, consequence, and purpose linking words <p>Review of all the content seen</p>	<p>Speaking:</p> <p>The student can:</p> <ul style="list-style-type: none"> - give reasons to apply for a job <p>Writing:</p> <p>The student can:</p> <ul style="list-style-type: none"> - write a cover letter <p>Listening:</p> <p>The student can:</p> <ul style="list-style-type: none"> - follow the main ideas from work related speeches <p>Reading:</p> <p>The student can:</p> <ul style="list-style-type: none"> - understand specific information from texts



SPANISH FOR FOREIGNERS MOBILITY STUDENTS

related to work experience

Intercultural:

The student can:

- discuss about most commonly used correspondence types in his country of origin and in Colombia

Final project

In this final project, the student will show everything he has learnt along the four modules throughout one activity. It includes most of the content seen during the level. This project varies depending on the type of students present at the time it needs to be performed. For instance, an option can be to prepare in groups a news program (part 1) in which they have the following sections: top international news, sports news, job related tips for potential employees