



Universidad de
La Sabana

SPANISH FOR FOREIGNERS MOBILITY STUDENTS

DEPARTAMENT OF LANGUAGES AND CULTURES

Level 4m (A2.2) Syllabus

Exit Profile

By the end of this level, the student:

will be able to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).

will be able to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

will be able to describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.

will be able to 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.

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First Module

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 oral task:</p> <p>-The student is to plan a celebration orally</p> <p>Writing Task :</p> <p>-The student has to make a written composition explaining his childhood</p> <p>Independent or reinforcement work:</p> <ul style="list-style-type: none"> - Virtual learning objects 	<p>Vocabulary related to:</p> <ul style="list-style-type: none"> - Parties and celebrations - Childhood <p>Grammar:</p> <ul style="list-style-type: none"> - Double construction of direct and indirect object pronouns - Imperfect preterite: regular and irregular verbs - Time expressions 	<p>Speaking:</p> <p>The student can:</p> <ul style="list-style-type: none"> - talk about celebrations and social events - express everyday actions from childhood <p>Writing:</p> <p>The student can:</p> <ul style="list-style-type: none"> - express everyday actions from childhood <p>Listening:</p> <p>The student can:</p> <ul style="list-style-type: none"> - understand specific information from tracks related to celebrations and social events <p>Reading:</p> <p>The student can:</p> <ul style="list-style-type: none"> - understand specific information from texts related to a famous character's childhood <p>Intercultural:</p> <p>The student can:</p> <ul style="list-style-type: none"> - get familiar with the fifteenth birthday tradition - have more insights about Lionel Messi's life



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 oral task:</p> <p>-The student is to make a presentation about a period in the past.</p> <p>Writing task:</p> <p>-The student has to write a text about a supernatural anecdote.</p> <p>Independent or reinforcement work:</p> <ul style="list-style-type: none"> - Virtual learning objects 	<p>Vocabulary related to:</p> <ul style="list-style-type: none"> - Art - Supernatural events <p>Grammar Structures:</p> <ul style="list-style-type: none"> - Imperfect preterite: regular and irregular verbs - Time expressions - Contraste between indefinite preterite and imperfect preterite - <i>Estar + gerund</i> with the preterites 	<p>Speaking:</p> <p>The student can:</p> <ul style="list-style-type: none"> - express everyday actions and habits from a period of time in the past - relate anecdotes - sequence actions <p>Writing:</p> <p>The student can:</p> <ul style="list-style-type: none"> - recount anecdotes about supernatural facts <p>Listening:</p> <p>The student can:</p> <ul style="list-style-type: none"> - understand specific information from tracks about different moments in the past <p>Reading:</p> <p>The student can:</p> <ul style="list-style-type: none"> - understand specific information from texts related to supernatural events <p>Intercultural:</p>



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		<p>The student can:</p> <ul style="list-style-type: none"> - get familiar with Paris in the 20s - have an approach to The Tequendama Falls' supernatural events
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Third Module

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 tasks:</p> <p>-The student will make a presentation in which predictions about the future of technology are made.</p> <p>Writing task:</p> <p>-The student will write an article in which weddings in different cultures are described.</p> <p>Independent or reinforcement work:</p> <ul style="list-style-type: none"> - Virtual learning objects 	<p>Vocabulary related to:</p> <ul style="list-style-type: none"> - Weddings - Hotels and excursions <p>Grammar Structures:</p> <ul style="list-style-type: none"> - Imperfect future - <i>Si</i> + indicative present + imperfect future - Time expressions - <i>llevarse bien/mal</i> - ¡<i>Qué</i> + noun + <i>tan</i> + adjective! 	<p>Speaking:</p> <p>The student can:</p> <ul style="list-style-type: none"> - talk about predictions about the future - express a condition - talk about personal relationships - compliment people and reply to compliments <p>Writing:</p> <p>The student can:</p> <ul style="list-style-type: none"> - write about weddings <p>Listening:</p> <p>The student can:</p> <ul style="list-style-type: none"> - understand specific information from tracks related to technology <p>Reading:</p>



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		<p>The student can:</p> <ul style="list-style-type: none"> - understand specific information from texts related to weddings <p>Intercultural:</p> <p>The student can:</p> <ul style="list-style-type: none"> - talk about technological advances from his country and others - understand the meaning of some wedding customs in different parts of the world
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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>Interactional / production task:</p> <p>-The student has to simulate a guided tour in which he gives orders, directions, and pieces of advice.</p> <p>Independent or reinforcement work:</p> <ul style="list-style-type: none"> - Virtual learning objects 	<p>Vocabulary related to:</p> <ul style="list-style-type: none"> - Childhood - Parties and celebrations - Art - Supernatural events - Technology and science - Hotels and excursions <p>Grammar Structures:</p> <ul style="list-style-type: none"> - Double construction of direct and indirect object pronouns - Imperfect preterite: regular and irregular verbs 	<p>Speaking:</p> <p>The student can:</p> <ul style="list-style-type: none"> - give orders, directions, and pieces of advice - interact with a series of expressions and phrases to describe family and other people, life conditions, academic background, current, and previous job <p>Writing:</p> <p>The student can:</p> <ul style="list-style-type: none"> - write notes and brief and simple messages related to immediate needs - write letters and simple personal emails



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	<ul style="list-style-type: none">- Time expressions- Contrast between indefinite preterite and imperfect preterite- <i>Estar + gerund</i> with the preterites- Imperfect future- <i>Si + indicative present + imperfect future</i>- <i>Llevarse bien/mal</i>- <i>-¡Qué + noun + tan + adjective!</i> <p>Review of all the content seen</p>	<p>Listening:</p> <p>The student can:</p> <ul style="list-style-type: none">- understand specific information from audios related to mountain ranges- understand phrases and common vocabulary about personal interest matters (personal, and family information, shopping, place of residence, job) <p>Reading:</p> <p>The student can:</p> <ul style="list-style-type: none">- understand specific information from a text about carnivals- find specific and predictable information in simple and everyday texts such as ads, menus, and schedules- understand letters and brief and simple personal emails <p>Intercultural:</p> <p>The student can:</p> <ul style="list-style-type: none">- reflect upon the relation between volcanoes and human beings in different cultures- find differences and similarities between carnivals in the student's country of origin and Latin American ones
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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 a cultural presentation in which the student talks about his childhood and how he celebrated special occasions, as well as social, technological, and infrastructural development and how has that changed throughout time.