



## ESPAÑOL INTERNACIONAL course curriculum

Learning goals are described according to the following categories

Linguistic Performance Indicators: Students will practice natural conversation in situations that reflect daily life in the US, including family and social relationships, professional, and academic interactions, including discussion of cultural and current events. Students will demonstrate linguistic and communicative competence commensurate with the course benchmarks.

Structural Performance Indicators: Students will acquire and practice the grammar structures necessary for listening, speaking, reading, and writing at a level commensurate with the course benchmarks

### course overview and timing

Courses 1A/1B & 2A/2B: Basic – CEFR A1/A2	128 h
Courses 3A/3B, 4A/4B & 5A/5B: Intermediate – CEFR A2/B1	192 h
Courses 6A/6B, & 7A/7B: High Intermediate – CEFR – B1/B2	128 h

### overall course timing

Total number of instructional weeks per course:	8 weeks
Total number of instructional weeks for all courses:	112 weeks

ESI basic level – 1/A, 1B & 2A/2B

length: 128 hours

## LEARNING GOALS

<p><b>Linguistic Performance Indicators</b></p> <p><b>CEFR correlation: A1/A2</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Give simple descriptions of people, places, living and working conditions and daily routines.</li><li>▪ Ask and answer simple questions.</li><li>▪ Initiate and respond to simple statements in areas of immediate need or on very familiar topics.</li><li>▪ Follow speech which is very clear and slowly articulated on familiar topics of immediate priority.</li><li>▪ Understand short, simple texts containing the highest frequency vocabulary.</li><li>▪ Write simple phrases and sentences.</li></ul>
<p><b>Structural Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Understand the usage of the simple present, present continuous and simple past tenses (indicative mood)</li><li>▪ Know the differences in meaning between the verbs <i>ser</i> and <i>estar</i></li><li>▪ Make sentences expressing existence (<i>Haber</i>)</li><li>▪ Distinguish interrogative pronouns</li><li>▪ Identify and use the genders and plurals of common nouns, along with their respective articles</li><li>▪ Communicate future ideas using the construction <i>ir a + infinitive</i></li></ul>

ESI intermediate level – 3A/3B, 4A/4B & 5A/5B

length: 192 hours

### LEARNING GOALS

<p><b>Linguistic Performance Indicators</b></p> <p><b>CEFR correlation: A2/B1</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Interact with reasonable ease in structured situations and short conversations including asking and answering questions on subjects within their field of interest.</li><li>▪ Present their points of view as a linear sequence of points.</li><li>▪ Express personal opinions, feelings, preferences and exchange information and ideas on topics that are familiar, of personal interest or pertinent to everyday life.</li><li>▪ Understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.</li><li>▪ Understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.</li><li>▪ Write short connected texts on a range of familiar subjects within their field of interest, by linking a series sentences into a linear sequence.</li></ul>
<p><b>Structural Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>▪ Understand when and how to use present, simple past, past continuous, and imperfect tenses (indicative mood).</li><li>▪ Accentuate correctly in writing and speaking.</li><li>▪ Make sentences using direct and indirect object pronouns.</li><li>▪ Know the difference between definite and indefinite articles/pronouns.</li><li>▪ Know when and how to use reflexive verbs</li><li>▪ Describe objects, places and people using the comparative and superlative forms of the adjective.</li><li>▪ Identify and use the genders and plurals of common nouns, along with their respective articles</li><li>▪ Understand when and how to use the simple future tense</li></ul>

**LEARNING GOALS**

<p><b>Linguistic Performance Indicators</b></p> <p><b>CEFR correlation: B1/B2</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Communicate with some confidence on familiar routine and non-routine matters related to their Interests and professional field.</li> <li>▪ Exchange, check and confirm information, and explain why something is a problem.</li> <li>▪ Give descriptions of events and experiences with a reasonable amount of details.</li> <li>▪ Understand the main ideas of complex speech on both concrete and abstract topics.</li> <li>▪ Follow somewhat extended speech and lines of argument provided the topic is familiar.</li> <li>▪ Express thoughts and opinions.</li> <li>▪ Read with some degree of independence on familiar topics.</li> <li>▪ Write short texts with some details on a variety of subjects related to their field of interest.</li> </ul>
<p><b>Grammar Performance Indicators</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand and use the simple future and present perfect tenses.</li> <li>▪ Give both affirmative and negative orders using the imperative mood (with pronouns).</li> <li>▪ Express hypothetical/unreal situations in the future, past and present</li> <li>▪ Understand how to communicate using both direct and indirect speech.</li> <li>▪ Understand how to communicate using the passive voice</li> <li>▪ Identify and use the genders and plurals of common nouns, along with their respective articles</li> <li>▪ Identify verbs that require the objective case pronouns</li> </ul>