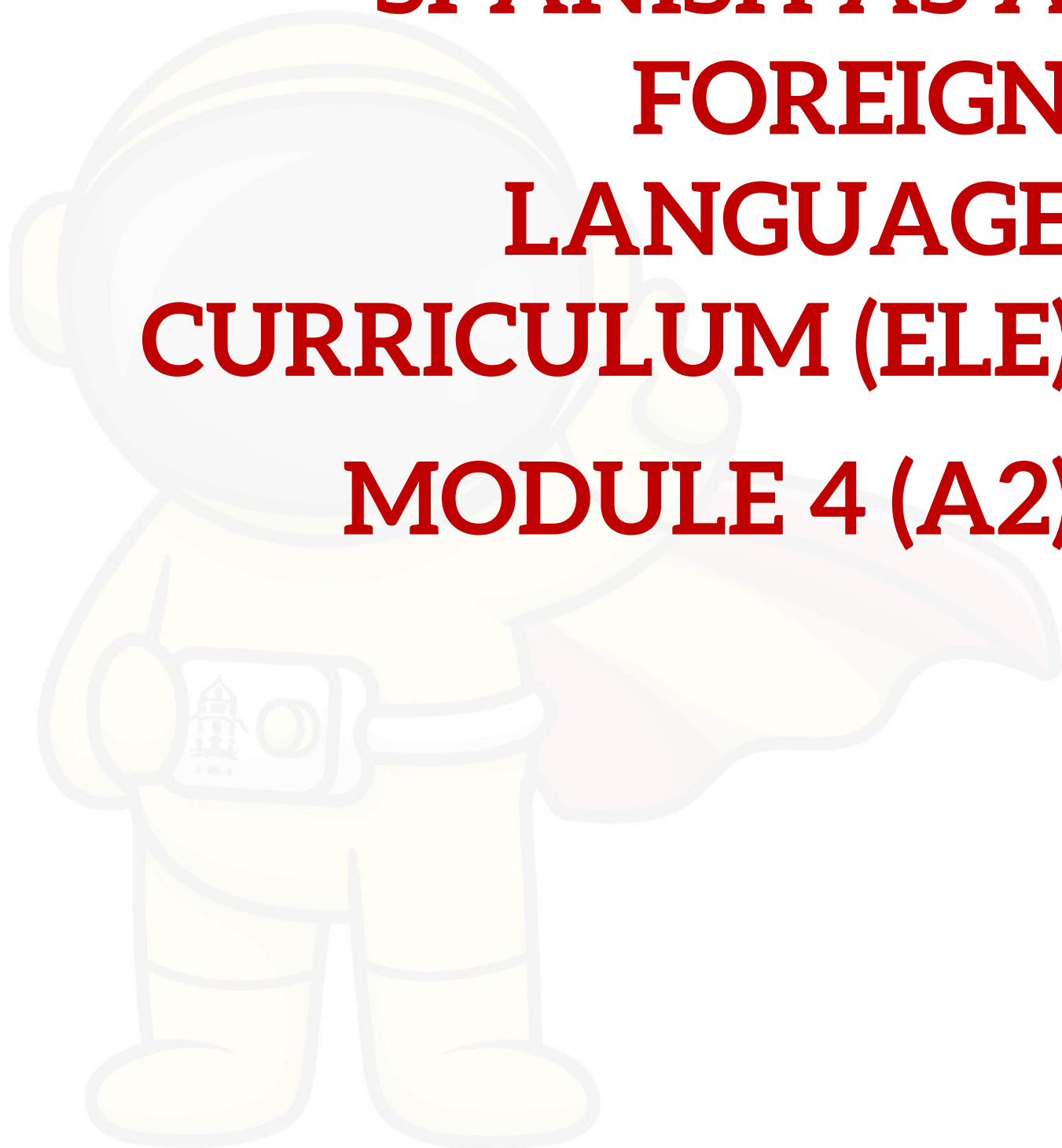
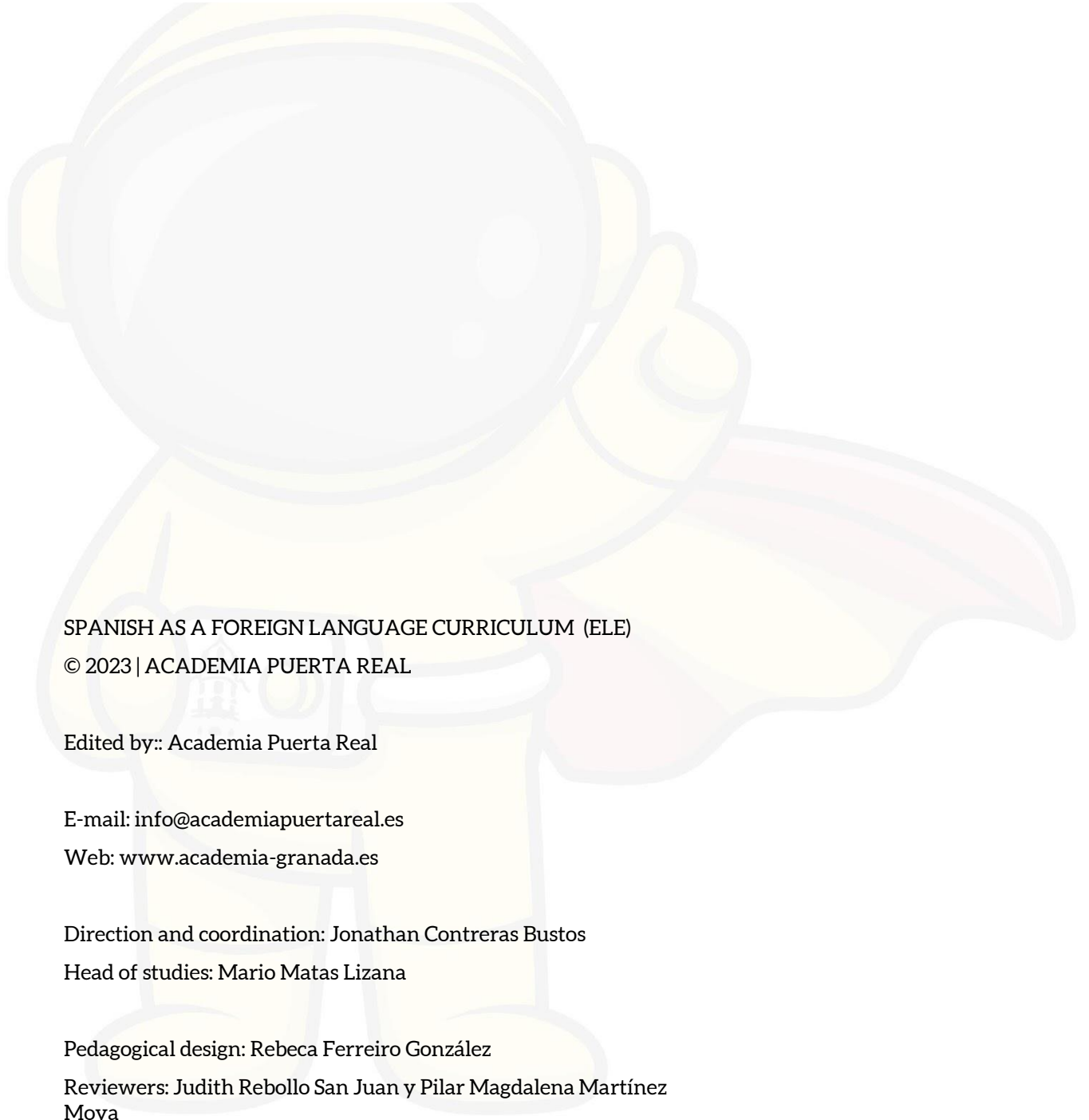




SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE) MODULE 4 (A2)





SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE)

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SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE)

Our courses according to CEFR	
CEFR	Levels
A1	Module 1
	Module 2
A2	Module 3
	Module 4
B1	Module 5
	Module 6
B2.1	Module 7
	Module 8
B2.2	Module 9
	Module 10
C1	Module 11
	Module 12
	Module 13

40 hours.

Materials:

- Puerta Real platform.
- International Plus 2 Classroom (units 6 to 10).

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.

Assessment of the 4 skills:

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



Session 1 (4 hours)

Specific objective: describing experiences and leisure places.

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

Session 2 (4 hours)

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

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



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

Session 3 (4 hours)

Specific objective: telling eating habits and recipes.

- **Communicative resources:**
 - Expressing how often we eat certain products.
 - Describing how to prepare a recipe.
- **Grammar contents:**
 - Verb 'soler' + infinitive.
 - Frequency markers: 'a menudo, de vez en cuando, casi nunca' (sometimes, hardly ever...).
 - Pronoun "se" as an impersonal mark.
- **Vocabulary:**
 - Some kitchenware.
 - Eating habits (cooking verbs)
 - Containers, weights and measures.
- **Intonation and pronunciation:**
 - Verbs with and without the pronoun 'se': '**se lavan, lavamos; se fríen; freímos**'.

Session 4 (4 hours)

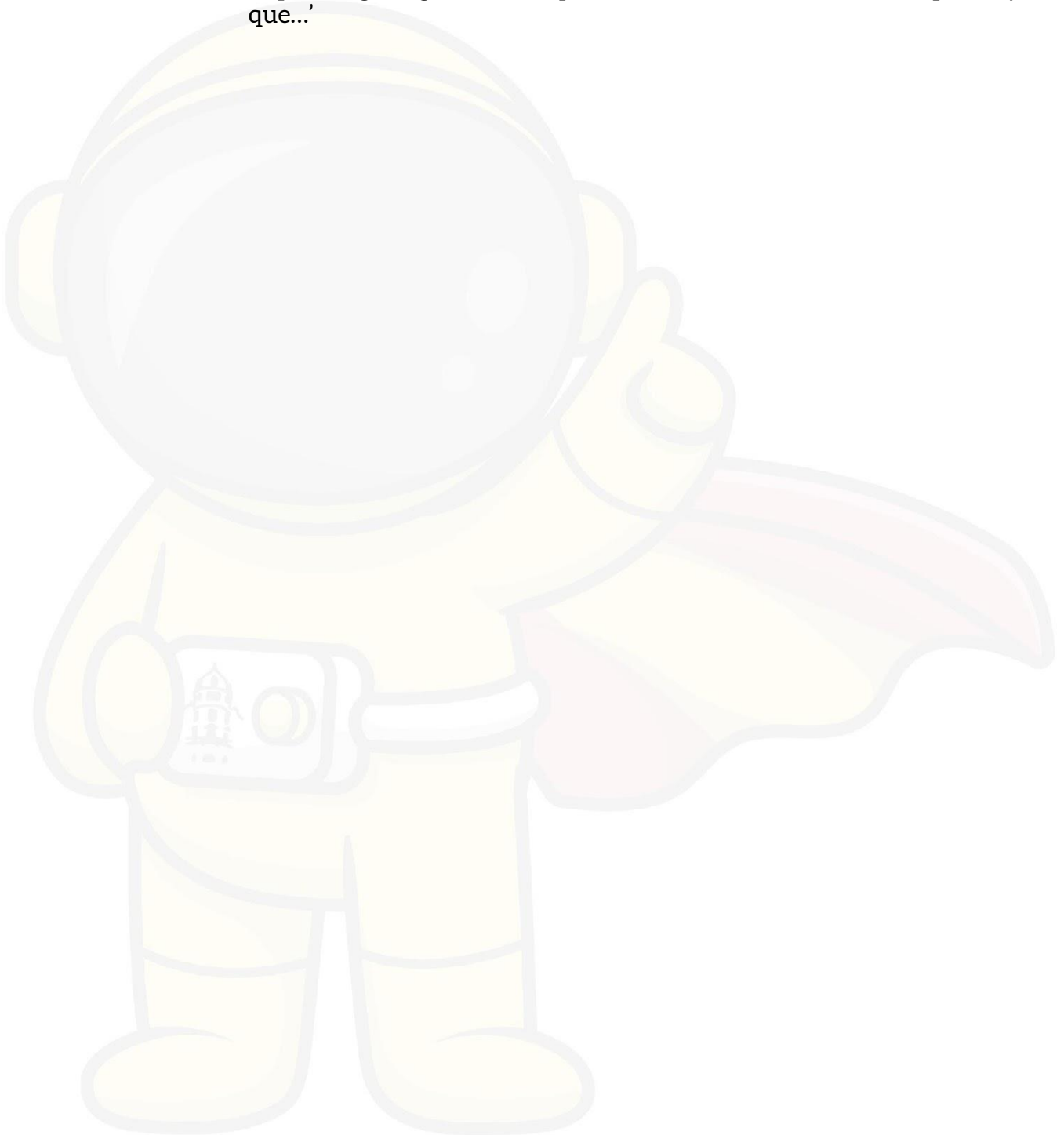
Specific objective: expressing healthy habits and eating recommendations.

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



- **Vocabulary:**

- More kitchenware.
- More eating habits (cooking verbs).
- Expressing obligation or emphatic recommendations: 'tienes que, hay que...'





- **Intonation and pronunciation:**
 - Emphasizing obligation or emphatic recommendations: 'hay **que**, tenemos **que**, es **muy** importante, es **sumamente** bueno, es **recomendable**, es **indispensable**'.

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': 'fortalecer, mejorar, caminar, prevenir'.

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

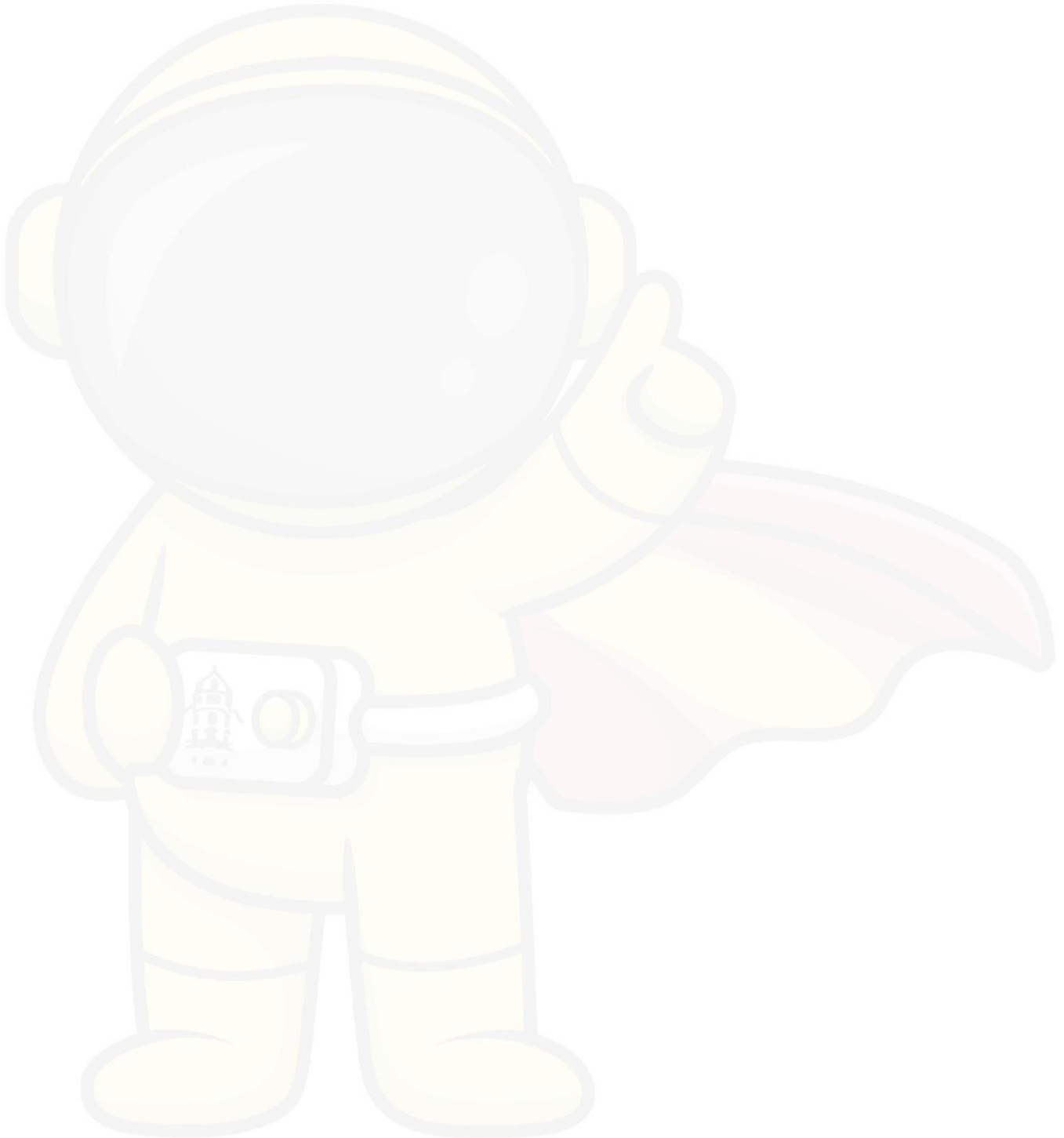
Session 7 (4 hours)

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

- **Communicative resources:**
 - Having conversations about how the world used to be.
 - Being for and against in conversations or discussions.
- **Grammar contents:**
 - Introduction to verb conjugation and uses of the past ('imperfecto del indicativo') with regular verbs.
 - Contrast between present and past ('imperfecto') indicative.



- 'Estar + de acuerdo/ en desacuerdo + con' (Agree, disagree)
- 'Pensar/ creer que' + indicative present. [Only affirmative form].





- **Vocabulary:**
 - Expressions to be for or against (verbs, adverbs and phrases).
 - Ages and historical periods.
 - Historical terms about society and politics: different kinds of governments, rights and social-political actions.
- **Intonation and pronunciation:**
 - Emphasis in the stressed syllable of the past ('imperfecto'): 'comía, caminábamos, vivían, estudiabais, cantaba'.

Session 8 (4 hours)

Specific objective: describing experiences of the past and comparing them with the present.

- **Communicative resources:**
 - Comparing characteristics of several places in the past and the present.
 - Expressing our own experiences or someone else's in the past.
- **Grammar contents:**
 - 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...'
 - 'Ya no/ todavía' + present indicative.
 - Time markers to express a distant past: 'de niño, cuando' + past ('imperfecto'), 'a los' + number of years + past ('imperfecto').
- **Vocabulary:**
 - Life stages.
 - History milestones: inventions, discoveries and appearances.
- **Intonation and pronunciation:**
 - Time markers intonation.

Session 9 (4 hours)

Specific objective: describing memories (personal or historical events)

- **Communicative resources:**



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

Session 10 (4 hours)

Specific objective: telling anecdotes or past stories.

- **Communicative resources:**
 - Expressing events or actions in a broad context.
 - Telling memories in the distant and near past.
- **Grammar contents:**
 - 'Estar' (To be in past simple) + gerund.
 - 'Estar' (in 'imperfecto') + gerund.
 - Connecting words to establish narrative sense: 'el otro día, de repente, poco después, resulta que...'
- **Vocabulary:**
 - Adverbs and adjectives to talk about memories and experiences.
 - Emotional expressions: '¡qué emoción! ¡qué nervios!'
- **Intonation and pronunciation:**
 - Intonation to express narrative sense with discursive markers: 'al día siguiente, entonces, de pronto'.

READING AND WRITING EXAM.

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