



SPANISH AS A FOREIGN LANGUAGE PROGRAM (ELE)  
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## SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE)

### Fundamentals Module A1-A2 (revision)

40 hours.

#### Materials:

- Puerta Real platform.
- Aula Internacional Plus 1 and 2.

#### General objectives:

- a) The student will reinforce simple linguistic and non-linguistic structures to express general knowledge of Spanish-speaking culture.
- b) The student will exercise previously learnt skills, attitudes and knowledge to compensate for difficulties in communicative interaction.
- c) The student will reaffirm their abilities to cope sufficiently in everyday survival situations: making and answering requests, giving and obtaining basic information in shops, banks or means of transport; and acquiring necessary goods and services.

#### Evaluation 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)	Continuous assessment	25%	
		Writing and Reading exam	25%	

Our courses according to CEFR	
CEFR	Levels
A1	Module 1 (A1.1)
	Module 2 (A1.2)
A2	Module 3 (A2.1)
	Module 4 (A2.2)
FUNDAMENTALS A1-A2 (one module)	
B1	Module 5 (B1.1)
	Module 6 (B1.2)
	Module 7 (B1.3)
B2	Module 8 (B2.1)
	Module 9 (B2.2)
	Module 10 (B2.3)
	Module 11 (B2.4)
C1	Module 12 (C1.1)
	Module 13 (C1.2)
	Module 14 (C1.3)



## Session 1 (4 hours)

**Specific aim:** to express basic identifying information and share intentions.

- **Communicative resources:**
  - o Asking and expressing name, profession and age.
  - o Asking and expressing origin and/or nationality.
  - o Expressing plans (for the weekend/for the holidays).
- **Grammar content:**
  - o Verbs 'ser' and 'venir': ¿de dónde + ser/ venir?
  - o Number formations (1 to 1'000,000).
  - o Special letters: c (ce, ci and ca, co, cu); g (ge, gi/ gue, gui and ga, go, gu); q (que, qui).
  - o Verb "querer"/ "pensar"/ "tener que" + verb in infinitive.
- **Vocabulary:**
  - o The numbers from 10 to 1 million.
  - o Some professions.
  - o Some countries and their nationalities.
- **Intonation and/or pronunciation:**
  - o Vowels: **a, e, i, o, u.**
  - o Special letters "c", "g" and "q".

## Session 2 (4 hours)

**Specific aim:** to describe everyday contextual conditions (places, objects, weather).

- **Communicative resources:**
  - o Express everyday activities.
  - o Describing places and identifying objects in some places.
  - o Referring to the state of the weather.
- **Grammar content:**
  - o Present tense of indicative.
  - o Uses of the impersonal expression "hay".
  - o Superlatives and quantifiers.
  - o 'Hacer' + weather expressions.
- **Vocabulary:**
  - o City descriptors: capital city, currency, weather, typical dish.
  - o Weather and climate.
  - o Seasons of the year.
- **Intonation and/or pronunciation:**
  - o Intonation of the present indicative: **grave tone.**
  - o Diphthongs: "ia", "ie", "iu".



## Session 3 (4 hours)

**Specific aim:** to describe sets and choose the option we like the most.

- **Communicative resources:**
  - o Identify objects according to their colour, shape, functionality, as well as ask about their prices.
  - o Choosing between two or more options.
  - o Expressing and choosing tastes and hobbies.
- **Grammar content:**
  - o Demonstrative adjectives: 'esta, estas, este, estos, estos'.
  - o The verbs "ir" and "preferir".
  - o Distinction between the active (amar, beber, subir) passive (gustar) and reflexive (levantarse) modes of Spanish; with emphasis on the passive mode.
- **Vocabulary:**
  - o Clothes, shoes, accessories and prices.
  - o Musical genres.
  - o Leisure activities and sports.
- **Intonation and/or pronunciation:**
  - o Special letters: "r" and "rr".
  - o Emphasis on the singular and plural of verbs in the present tense: gusta, gustan.

## Session 4 (4 hours)

**Specific aim:** to describe habits and family relationships.

- **Communicative resources:**
  - o Expressing relationships between members of a family.
  - o Expressing routines and the frequency of some usual activities.
  - o Asking and telling the time.
- **Grammar contents:**
  - o Possessive pronouns (first, second and third person singular).
  - o The verbs "ser", "estar" and "tener" in descriptions.
  - o Some reflexive verbs in the present tense.
  - o '¿Qué hora es?' '¿A qué hora' + verb in present tense?
- **Vocabulary:**
  - o Family members and relationships.
  - o Expressions of frequency: 'frecuentemente, normalmente, a veces, a menudo, casi todos los días, una vea a..., siempre, nunca, en ocasiones'.
  - o Order expressions: 'antes de, después de, primero, después, luego'.
- **Intonation and/or pronunciation:**
  - o Pronunciation of possessive pronouns: **mi, mis, tu, tus, vuestro, vuestros, su, sus.**
  - o Reflexive verbs (emphasis on the reflexive pronoun and the verb ending): **me levanto, se baña, te despiertas.**



## Session 5 (4 hours)

**Specific aim:** to describe eating routines and places of daily attendance.

- **Communicative resources:**
  - Ordering in a restaurant.
  - Expressing eating habits and cooking recipes.
  - Identifying places on a map.
- **Grammar contents:**
  - Deictic verbs: 'llevar, traer'.
  - Some direct object pronouns (DO): lo, los, la, las.
  - Location: adverbs and prepositions of place.
- **Vocabulary:**
  - Some fruits, vegetables, prepared foods and drinks.
  - Ways of preparing food and cooking kitchenware.
  - Monuments, roads and representative buildings of a city or neighbourhood.
- **Intonation and/or pronunciation:**
  - Intonation of formal questions.
  - The sounds "che" and "jota".

## AUDITORY-ORAL PROJECT.

## Session 6 (4 hours)

**Specific aim:** to express memorable experiences and habits of everyday life.

- **Communicative resources:**
  - Expressing past experiences that have marked our lives.
  - Expressing current habits.
- **Grammar contents:**
  - Construction of the regular participle (-ado, -ido) in the perfect tense.
  - Construction of the irregular participle (-to, -so, -cho) in the perfect tense.
  - Irregular verbs in the present indicative.
  - The prepositions "desde" and "desde hace".
- **Vocabulary:**
  - Changes in life: 'dejar, mudarse, cambiar de, irse a vivir a'.
  - Feelings and emotions.
- **Intonation and/or pronunciation:**
  - The consonantal sound: -ado, -ido, and colloquial and regional vowel variations: -ao, -ío.
  - The "eñe" sound.



## Session 7 (4 hours)

**Specific aim:** to describe and locate events in the past in contrast to the present.

- **Communicative resources:**
  - o Contrasting present and past events.
  - o Narrate biographies (their own and those of famous people).
  - o Identifying and expressing the duration of past periods.
- **Grammar content:**
  - o The indefinite past tense (regular verbs).
  - o Temporal markers to refer to the past.
  - o Use of some prepositions: 'de, a, desde, hasta, hace, durante'.
  - o The indefinite past tense (some irregular verbs).
- **Vocabulary:**
  - o Professional, academic, artistic, sporting terms in a biography or curriculum vitae.
  - o Sets of verbs by types of irregularity in the preterite: 'construir, saber, escoger, mentir, poder, medir, hacer, ser, estar, ir, traer, oler, venir'.
- **Intonation and/or pronunciation:**
  - o Acute accentuation of the preterite: **vivió, comió, caminó.**
  - o Emphasis on vowel changes from infinitive to indefinite preterite: ser → **fue**, morir → **murió**, componer → **compuso**, tener → **tuvo**.

## Session 8 (4 hours)

**Specific aim:** to describe and compare appearance, character and tastes among people.

- **Communicative resources:**
  - o Point out similarities between two or more people.
  - o Identify a person or object in a group.
  - o Comparing people's tastes and hobbies.
- **Grammar content:**
  - o Comparisons: 'el/la mismo/os/os/os' + noun.
  - o Expressions of identification: 'el/ los/ los/ la/ las/as' + adjective; 'el/ los/ los/ la/ las/as + que' + verb; 'el/ los/ los/ la/ las/ las + de' + noun.
  - o Comparisons of superiority, equality and inferiority of adjectives, nouns and verbs.
  - o 'Estar' (present tense) + gerund.
- **Vocabulary:**
  - o Some physical and personality traits.
  - o Relationships.
  - o Some descriptive and evaluative adjectives of spaces.
- **Intonation and/or pronunciation:**
  - o Sound linking of articles with prepositions: a + el = **al**; de + el = **del**; en + el = **en el**; de + la = **de la**.
  - o Intonation of gerund endings: **-ando, -iendo**.



## Session 9 (4 hours)

**Specific aim:** to express our evaluations of other people and offer them suggestions or recommendations on various situations.

- **Communicative resources:**
  - o Evaluating people and objects.
  - o Offering emphatic recommendations at different levels.
  - o Giving advice or suggestions for a good health.
- **Grammar contents:**
  - o Verb "ser" in general descriptive or evaluative function vs. verb "estar" in particular evaluative function.
  - o Structures of obligatory or emphatic recommendations: 'hay que' + infinitive; 'tener que' + infinitive; 'deber' + infinitive; 'es' + emphatic adjective + infinitive.
  - o 'Para' + infinitive + 'lo mejor es/ va (muy) bien/ van (muy) bien'.
  - o 'Si' + "querer" in the present tense + infinitive + 'lo mejor es/ va (muy) bien/ van (muy) bien'.
- **Vocabulary:**
  - o Frequency markers: 'alguna vez, un día, dos veces'.
  - o Emphasis markers: (adverbs) 'muy, sumamente, tremendamente, realmente' or (adjectives) 'recomendable, importante, indispensable, necesario'.
  - o Some verbs expressing health benefits.
- **Intonation and/or pronunciation:**
  - o Emphasis of obligatory or emphatic recommendations: 'hay **que**, tenemos **que**, es **muy** importante, es **sumamente** bueno, es **recomendable**, es **indispensable**'.
  - o The vibrant sound of the final "r": fortalecer, mejorar, caminar, prevenir.

## Session 10 (4 hours)

**Specific aim:** units 6 to 10 module 4

- **Communicative resources:**
  - o Describe states of health.
  - o Express emphatic commands or recommendations.
  - o Talking about memories and history.
- **Grammar contents:**
  - o 'Me/ te/ le/ nos/ os/ os/ les' + 'doler' (verb in passive mode) + part of the body; 'tener dolor de' + part of the body.
  - o Imperative affirmative (tú, vos, vosotros/as, usted, ustedes, ustedes).
  - o Contrast between present to imperfect indicative.
  - o 'Pensar/ creer que' + present indicative. [Only in the affirmative form].



- **Vocabulary:**
  - o Some illnesses, ailments and symptoms.
  - o Time markers to contrast past and present: 'en aquellos años, en esa época, entonces; hoy en día, actualmente, ahora'
  - o Ages and historical periods.
- **Intonation and/or pronunciation:**
  - o Emphasis on the stressed syllable in the imperative.
  - o Emphasis on the tonic syllable in the imperfect: comía, caminábamos, vivían, estudiabais, cantaba.

## READING AND WRITING EXAM.

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