



# SPANISH AS A FOREIGN LANGUAGE CURRICULUM(ELE) MODULE 2(A1)



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:**

- Avenida Al Español platform.
- Aula Internacional Plus 3 (units 5 to 9).



## General objectives:

- a) The student will be provided with a wide range of lexical structures to interact in daily situations in a simple way.
- b) The student will be able to convey ideas spontaneously with simple syntactic structures, as long as it is personal information.
- c) The student will interact in a simple way in nearby environments with the conversation partner's help.

## 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)	Continuous assessment	25%	
		Writing and reading exam	25%	



## Session 1 (4 hours)

**Specific objective:** describing and prioritizing likes.

- **Communicative resources:**
  - Articulating and choosing likes and hobbies.
  - Emphasizing the level of appreciation towards activities and events.
  - Asking what we like and dislike.
  - Expressing physical appearance and personality traits.
- **Grammar contents:**
  - Distinction between the Spanish passive form (with verbs such as ‘amar, beber, subir’), the passive (e.g. ‘gustar’) and reflexive (e.g. ‘levantarse’).
  - Passive mode of verbs in Spanish: pronouns ‘me/ te/ le/ nos/ os/ les’ + verb + subject.
  - Verb ‘gustar’ (like).
  - Some qualifying adjectives.
- **Vocabulary:**
  - Musical genres.
  - Playful activities.
  - Physical appearance and personality traits.
- **Intonation and pronunciation:**
  - Pronouns: ‘me, te, le, nos, os, les’.
  - Emphasis in singular and plural of the present tense of verbs: ‘gusta, gustan’.

## Session 2 (4 hours)

**Specific objective:** describing the members of the family and family relationships.

- **Communicative resources:**
  - Conveying family relationships.
  - Describing my family.
  - Asking information about people’s family.
- **Grammar contents:**
  - Possessive pronouns (first, second and third person singular).
  - Verbs ‘ser’, ‘estar’ (to be) and ‘tener’ (to have) in descriptions.
  - Verb ‘gustar’ (like).
  - Preposition ‘de’ in relationships.



- **Vocabulary:**
  - Family members.
  - Family relationships.
- **Intonation and pronunciation:**
  - Possessive pronouns: ‘mi, mis, tu, tus, su, sus’.

## Session 3 (4 hours)

**Specific objective:** describing parts of the day and habits.

- **Communicative resources:**
  - Expressing routines and parts of the day.
  - Articulating beliefs and opinions.
  - Expressing frequency of habits.
- **Grammar contents:**
  - Some reflexive verbs in the present tense.
  - ‘Creer que’ (believe that) + conjugated verb.
  - Adverbs of frequency.
  - Preposition ‘de’ in time expressions.
- **Vocabulary:**
  - Parts of the day.
  - Days of the week.
  - Frequency expressions: ‘frecuentemente, normalmente, a veces, a menudo, casi todos los días, una vez a..., siempre, nunca, en ocasiones’ (frequently, usually, sometimes...)
  - Daily routines verbs.
- **Intonation and pronunciation:**
  - Intonation of narratives and sequences..

## Session 4 (4 hours)

**Specific objective:** Expressing daily activities and special events timetables.

- **Communicative resources:**
  - Asking and telling the time.





- Conveying the order of daily activities or special events.
- **Grammar contents:**
  - More reflexive verbs in the present tense.
  - ‘¿Qué hora es?’ (What time is it) ‘¿A qué hora’ (what time) + verb in the present?
  - Time expressions and markers (order)
  - ‘También/ tampoco’ (too, neither)
- **Vocabulary:**
  - Months of the year.
  - Order expressions: ‘antes de, después de, primero, después, luego’ (before, after...)
- **Intonation and pronunciation:**
  - Reflexive verbs, with emphasis in the reflexive pronoun and verb endings: ‘me levanto, se baña, te despiertas’.

## Session 5 (4 hours)

**Specific objective:** interacting in food service environments.

- **Communicative resources:**
  - Asking and ordering in a restaurant.
  - Asking and giving information about food.
- **Grammar contents:**
  - Deictic verbs: ‘llevar, traer’ (carry, bring).
  - Verb “poner” (put).
  - Prepositions ‘de’ and ‘con’ in food context.
  - Interrogative words: ‘qué y cuánto’ (what, how much).
  - Indefinite adjectives: ‘algún’ + noun / ‘alguna’ + noun (some).
- **Vocabulary:**
  - Convenience food and drinks..
  - Fruits and vegetables.
  - Cereals, pulses and meat products.
- **Intonation and pronunciation:**
  - Formal questions intonation.

**AUDITORY-ORAL PROJECT (SUGGESTED):**



Individual work:

The student has to write, at least, 4 sentences to order food, drink and dessert in a restaurant. Having done this, he/she will have 3 minutes to study the dialogue.

After that, the teacher will play the role of a waiter and will take the diner's order (student). The student will be allowed to check the notes, but not to read them.

The activity values listening comprehension according to how the student answers the teacher's questions and comments. Besides, it is useful to assess oral expression and interaction by checking how the student orders the food in a restaurant.

### Session 6 (4 hours)

**Specific objective:** describing eating routines.

- **Communicative resources:**
  - Expressing eating habits in certain times of the day.
  - Identifying ways of preparing and present food.
- **Grammar contents:**
  - Pronouns: 'lo, los, la, las'.
  - Verbs 'tomar' and 'comprar' (take and buy).
  - Interrogative words: 'qué and cómo' (what and how).
- **Vocabulary:**
  - Ways of preparing meals.
  - Kitchenware.
- **Intonation and pronunciation:**
  - Sounds 'che' and 'jota'.

### Session 7 (4 hours)

**Specific objective:** describing the characteristics of places to live.

- **Communicative resources:**
  - Identifying places in a neighbourhood or a city.
  - Describing places.
  - Expressing opinions about places.
- **Grammar contents:**
  - Quantifiers: 'algún, ningún, mucho, poco...' (some, any, a lot...).
  - Verbs 'ser', 'tener', 'haber' (to be, to have, there is/are).
  - What you like most/least (using verb 'gustar').
- **Vocabulary:**
  - Buildings and monuments.





- Adjectives for places and neighbourhoods.
- **Intonation and pronunciation:**
  - Diphthongs.

## Session 8 (4 hours)

**Specific objective:** asking and giving information about location of places, buildings and monuments.

- **Communicative resources:**
  - Saying where some buildings and monuments are.
  - Asking the location of places and buildings.
- **Grammar contents:**
  - Location: adverbs and prepositions of place.
  - 'Está' or 'está a'.
- **Vocabulary:**
  - City roadways.
  - Interesting places.
- **Intonation and pronunciation:**
  - Acute accentuation: 'ningún, algún, está, están, aquí, allá'.

## Session 9 (4 hours)

**Specific objective:** describing significant experiences in the past which affect the present.

- **Communicative resources:**
  - Describing personality traits.
  - Giving opinions about other people's traits and skills.
  - Expressing past experiences which have affected my life.
- **Grammar contents:**
  - 'Tener que' + infinitive (have to).
  - Regular participle construction ('-ado, -ido').
  - 'El pretérito perfecto' (The past).
- **Vocabulary:**
  - Positive and negative adjectives to describe personality.
  - Jobs and careers.



- Life changes: ‘dejar, mudarse, cambiar de, irse a vivir a’ (leave, move, change...).
- **Intonation and pronunciation:**
  - Emphasis and articulation in participle pronunciation: ‘**caminado, comido, subido**’.

## Session 10 (4 hours)

**Specific objective:** explaining necessary skills and knowledge to work and interact.

- **Communicative resources:**
  - Expressing skills and knowledge for some jobs.
  - Expressing skills and knowledge for social coexistence.
  - Making judgments about a person’s skills and knowledge.
- **Grammar contents:**
  - Irregular participle construction (-to, -so, -cho).
  - ‘Saber/ poder’ (can) + infinitive, conjugation and uses.
  - Frequency adverbs and markers: ‘una vez, más de una vez, un par de veces...’ (once, twice...).
- **Vocabulary:**
  - Skills and abilities: verbs in infinitive.
  - Adverbs: ‘bien, nada bien, mal, nada mal’ (well, badly...)
- **Intonation and pronunciation:**
  - Sounds “p”, “t” y “k”.

## READING AND WRITING EXAM.

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