



## SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE)

### Fundamentals Module A1-A2 (revision)

40 hours.

**Materials:**

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

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)
<b>FUNDAMENTALS A1-A2 (one module)</b>	
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)

**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%	



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

### AUDITORY-ORAL PROJECT.

## Session 6 (4 hours)

**Specific aim:** to express memorable experiences and daily life routines.

- **Communicative resources:**
  - o Expressing past experiences that have influenced our lives.
  - o Talk about memories and history.
  - o Expressing current habits.
  - o Reflecting on word formation in Spanish.
- **Grammar contents:**
  - o Construction of regular (-ado, -ido) and irregular (-to, -so, -cho) past perfect participles.
  - o Contrast between present and imperfect indicative.
  - o Identification and separation of syllables: criteria for strong (a,e,o) and weak (i, u) vowels. Example: (a) ca-mi-na (direct syllable criterion, consonant + vowel); (b) em-pre-sa (inverse syllable criterion vowel + consonant); pue-do (weak and strong joining criterion 'pue'); ba-úl or tía (strong and weak separation criterion by graphical accent); a-é-re-o (criterion of monoliteral syllable, consisting of a single letter, strong vowel); pro-cras-ti-nar (criterion of trilateral syllable, that is, of three letters 'pro'); guion or sí (monosyllabic criterion, when there is only one syllable either because of brevity or because of the union of strong and weak vowels).



- **Vocabulary:**
  - o Changes in life: dejar, mudarse, cambiar de, irse a vivir a, etc.
  - o Feelings and emotions.
  - o Ages and historical times
- **Intonation and/or pronunciation:**
  - o The consonantal sound: **-ado, -ido**, and colloquial and regional vowel variations: **-ao, -ío**.
  - o Syllabic emphasis.

## Session 7 (4 hours)

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

- **Communicative resources:**
  - o Contrasting present and past events.
  - o Narrating biographies (their own and those of famous people).
  - o Identifying flat and acute intonation in Spanish.
- **Grammar contents:**
  - o The indefinite past tense (regular and irregular verbs).
  - o Temporal markers to refer to the past.
  - o Flat and acute words which do not need a stress mark.
- **Vocabulary:**
  - o Professional, academic, artistic, sporting terms in a biography or curriculum vitae.
  - o Sets of flat words (without accent, vowel ending, n, s and stress on the penultimate syllable): verbs conjugated in the present tense, such as camino, esperan, vives, tiene, somos, etc.
  - o Set of acute words (without accent, consonant ending, except n, s and stress on the last syllable): infinitive verbs such as comer, escribir, cantar... or nouns ending in a consonant such as libertad, abril, matiz... or adjectives such as atroz, etc.
- **Intonation and/or pronunciation:**
  - o Acute intonation of the indefinite preterite: **vivió, comió, caminó**.
  - o Emphasis on vowel changes from infinitive to indefinite preterite: : ser → fue, morir → murió, componer → compuso, tener → tuvo, etc.
  - o Flat intonation of the present: **vive, comen, caminamos**



## Session 8 (4 hours)

**Specific aim:** identifying linguistic situations in which a graphical accent is needed.

– **Communicative resources:**

- Point out differences in writing low (flat) and acute sounds.
- Correct writing of texts.

– **Grammar contents:**

- **Conventionally flat sound:** for words ending in vowel, n, s: camina, amigos, canadiense, escriben. The tilde is a **necessity** when such a convention is broken. Example: corazón (ending in n, but with an acute sound); México o dímelo (ending in a vowel, but with a proparoxytone sound) or francés (ending in s, but with an acute sound).
- **Conventionally acute sound:** for words ending in a consonant (except n, s): atril, precoz, matraz, igualdad, hostil, gentil, libertad, etc. The graphical accent is a **necessity** when such convention is broken. Example: cárcel (ending in a consonant, but with a flat sound); Júpiter (ending in a consonant, but with a proparoxytone sound).
- Because of the above, all words with a proparoxytone sound **need** a graphical accent: cerámica, centímetro, cuéntamelo, oxígeno, explícaselas, etc.

– **Vocabulary:**

- Nouns, adjectives, verbs and adverbs with acute stress.
- Nouns, adjectives, verbs and adverbs with flat stress.
- Nouns, adjectives and verbs with proparoxytone (or over-proparoxytone) stress.

– **Intonation and/or pronunciation:**

- Differentiated intonation of acute, flat and proparoxytone sounds.

## Session 9 (4 hours)

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

– **Communicative resources:**

- Offer emphatic recommendations at different levels.
- Give advice or tips for good health.

– **Grammar contents:**

- Structures of obligatory or emphatic recommendations: hay que + infinitive; tener que + infinitive; deber + infinitive; es + emphatic adjective + infinitive.



- Si + 'querer' in the present tense/ Para + infinitive + lo mejor es/ va (muy) bien/ van (muy) bien.
- Correction of texts: identify in a text the flat words that **need** a graphical accent and do not have one.
- **Vocabulary:**
  - Emphasis markers: (adverbs) muy, sumamente, tremendamente, realmente, realmente, etc.; or (adjectives) recomendable, importante, indispensable, necesario, etc.
  - Some verbs that express health benefits. Some diseases, discomforts and symptoms.
  - Expansion of vocabulary of serious words that require an accent: Spanish surnames ending in -ez, anglicisms such as póquer, póster; words from the medical field: cáncer, catéter, fémur, púber; words in common use: fácil, árbol, cénit, etc.
- **Intonation and/or pronunciation:**
  - Flat emphasis in words with and without accents.
  - The vibrant sound of the final 'r' (acute emphasis, without accents): fortalecer, mejorar, caminar, prevenir, etc.

## Session 10 (4 hours)

**Specific aim:** compare periods and give orders to improve conditions in the present.

- **Communicative resources:**
  - to express emphatic orders or recommendations.
- **Grammar contents:**
  - Imperative affirmative (tú, vos, vosotros/as, usted, ustedes).
  - Correction of texts: identify in a text the acute words that **need** an accent and do not have one.
- **Vocabulary:**
  - Temporal markers to contrast past and present: en aquellos años, en esa época, entonces; hoy en día, actualmente, ahora, etc.
  - Expansion of vocabulary of acute words that require a graphical accent: además, quizás, jamás, también, café, volcán, predicción, constitución, población, inglés, interés, zaguán, etc. \*Special case: the imperative in Argentina, Paraguay and Uruguay: esperá, viví, cantá, escribí, comé, etc.



- **Intonation and/or pronunciation:**
  - Emphasis on the tonic syllable (flat) in the imperative.
  - Emphasis on the tonic syllable of the imperfect (flat and preprooxytone): comía, caminábamos, vivían, estudiabais, cantaba.

## READING AND WRITING EXAM

### Bibliography

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