



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)
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)

General objectives:

- The student will reinforce simple linguistic and non-linguistic structures to express general knowledge of Spanish-speaking culture.
- The student will exercise previously learnt skills, attitudes and knowledge to compensate for difficulties in communicative interaction.
- 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:**
 - Asking and expressing name, profession and age.
 - Asking and expressing origin and/or nationality.
 - Expressing plans (for the weekend/for the holidays).
- **Grammar content:**
 - Verbs 'ser' and 'venir': ¿de dónde + ser/ venir?
 - Number formations (1 to 1'000,000).
 - Special letters: c (ce, ci and ca, co, cu); g (ge, gi/ gue, gui and ga, go, gu); q (que, qui).
 - Verb "querer"/ "pensar"/ "tener que" + verb in infinitive.
- **Vocabulary:**
 - The numbers from 10 to 1 million.
 - Some professions.
 - Some countries and their nationalities.
- **Intonation and/or pronunciation:**
 - Vowels: **a, e, i, o, u.**
 - Special letters "c", "g" and "q".

Session 2 (4 hours)

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

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



Session 3 (4 hours)

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

- **Communicative resources:**
 - Identify objects according to their colour, shape, functionality, as well as ask about their prices.
 - Choosing between two or more options.
 - Expressing and choosing tastes and hobbies.
- **Grammar content:**
 - Demonstrative adjectives: 'esta, estas, este, estos, estos'.
 - The verbs "ir" and "preferir".
 - Distinction between the active (amar, beber, subir) passive (gustar) and reflexive (levantarse) modes of Spanish; with emphasis on the passive mode.
- **Vocabulary:**
 - Clothes, shoes, accessories and prices.
 - Musical genres.
 - Leisure activities and sports.
- **Intonation and/or pronunciation:**
 - Special letters: "r" and "rr".
 - 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:**
 - Expressing relationships between members of a family.
 - Expressing routines and the frequency of some usual activities.
 - Asking and telling the time.
- **Grammar contents:**
 - Possessive pronouns (first, second and third person singular).
 - The verbs "ser", "estar" and "tener" in descriptions.
 - Some reflexive verbs in the present tense.
 - '¿Qué hora es?' '¿A qué hora' + verb in present tense?
- **Vocabulary:**
 - Family members and relationships.
 - Expressions of frequency: 'frecuentemente, normalmente, a veces, a menudo, casi todos los días, una vez a..., siempre, nunca, en ocasiones'.
 - Order expressions: 'antes de, después de, primero, después, luego'.
- **Intonation and/or pronunciation:**
 - Pronunciation of possessive pronouns: **mi, mis, tu, tus, vuestro, vuestros, su, sus.**
 - 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 daily life routines.

- **Communicative resources:**
 - Expressing past experiences that have influenced our lives.
 - Talk about memories and history.
 - Expressing current habits.
 - Reflecting on word formation in Spanish.
- **Grammar contents:**
 - Construction of regular (-ado, -ido) and irregular (-to, -so, -cho) past perfect participles.
 - Contrast between present and imperfect indicative.
 - 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:**
 - Changes in life: dejar, mudarse, cambiar de, irse a vivir a, etc.
 - Feelings and emotions.
 - Ages and historical times
- **Intonation and/or pronunciation:**
 - The consonantal sound: **-ado, -ido**, and colloquial and regional vowel variations: **-ao, -ío**.
 - Syllabic emphasis.

Session 7 (4 hours)

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

- **Communicative resources:**
 - Contrasting present and past events.
 - Narrating biographies (their own and those of famous people).
 - Identifying flat and acute intonation in Spanish.
- **Grammar contents:**
 - The indefinite past tense (regular and irregular verbs).
 - Temporal markers to refer to the past.
 - Flat and acute words which do not need a stress mark.
- **Vocabulary:**
 - Professional, academic, artistic, sporting terms in a biography or curriculum vitae.
 - 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.
 - 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:**
 - Acute intonation of the indefinite preterite: **vivió, comió, caminó**.
 - Emphasis on vowel changes from infinitive to indefinite preterite: : ser → fue, morir → murió, componer → compuso, tener → tuvo, etc.
 - 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

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