

SPANISH AS A FOREIGN LANGUAGE PROGRAM
(ELE)

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SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE)

Module 4 (A2.2)

40 hours.

Materials:

- Alba al Español platform.
- Aula Internacional Plus 2 (unit 6 to 10).

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 be provided with linguistic and non-linguistic simple structures to express general knowledge of the foreign culture.
- The student will be able to apply the skills, attitudes and knowledge to overcome the difficulties of the communicative interaction.
- 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.

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	25%	

Session 1 (4 hours)

Specific aim: 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 aim: 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 aim: 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 aim: 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.

Session 6 (4 hours)

Specific aim: 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 aim: 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 aim: 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 aim: 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 aim: 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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