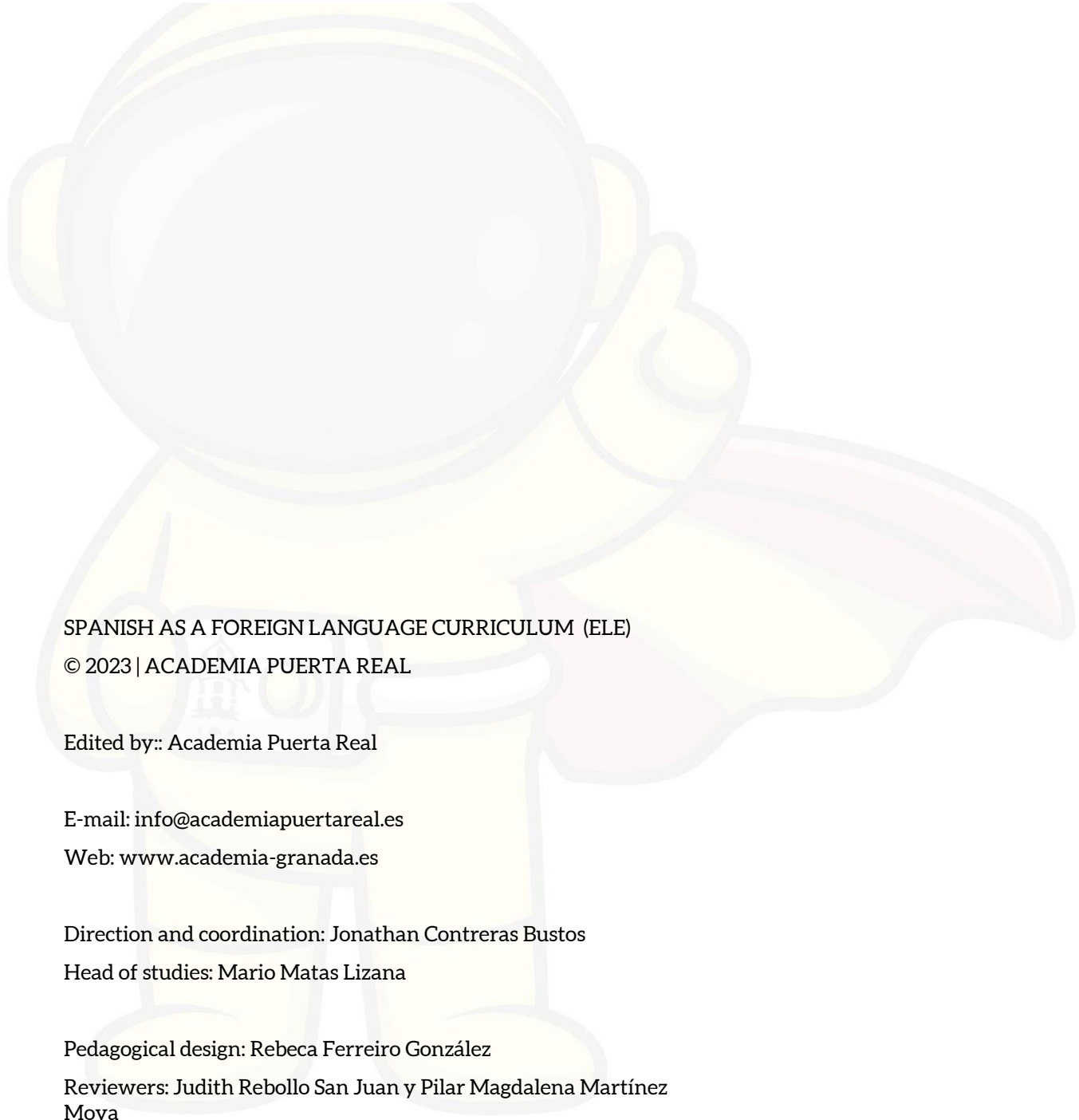




# SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE) MODULE 3 (A2)





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:

- Puerta Real platform.
- Aula Internacional Plus 2 (units 1 to 5).

### General objectives:

- a) The student will acquire simple linguistic structures to give personal information and some basic cultural knowledge of the foreign culture.



- b) The student will communicate properly, although there could be misunderstandings.
- c) The student will deal with daily life situations: demand and answer, give and ask for basic information in shops, banks or means of transport; acquire goods and necessary services.

## 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 learning processes when studying Spanish.

- **Communicative resources:**
  - Expressing habits.
  - Talking about learning styles when studying Spanish.
- **Grammar contents:**
  - Regular verbs in present indicative.
  - Irregular verbs in present indicative.
- **Vocabulary:**
  - Strengths and weaknesses of learning.
  - Activities to learn languages.
  - Verbs about routines in Spain.
- **Intonation and pronunciation:**
  - Sound 'eñe'.

## Session 2 (4 hours)

**Specific objective:** describing the feelings and emotions of living in a different country.

- **Communicative resources:**
  - Expressing likes and positive feelings of living in Spain.
  - Expressing the difficulties and negative appreciations of living in a different country.
- **Grammar contents:**
  - Some reflexive verbs, especially 'sentirse'.
  - Some passive verbs, especially 'costar'.
  - The prepositions 'desde' and 'desde hace'.
  - Adverbs, adjectives and nouns to express feelings.
- **Vocabulary:**
  - Feelings and emotions.



- Likes and difficulties.
- **Intonation and pronunciation:**
  - Emphasis in passive verbs: 'a mí me, a ti te, a ella le, a él le, a nosotros nos, a ustedes les, a vosotros os, a ellos/as les'.

## Session 3 (4 hours)

**Specific objective:** telling past events.

- **Communicative resources:**
  - Contrasting past and present events.
  - Telling outstanding characters' biographies.
  - Expressing personal experiences from the past.
- **Grammar contents:**
  - The 'pretérito indefinido' (past simple) of regular verbs.
  - Time markers to talk about the past.
  - 'Ir' vs. 'Irse (de)'.
- **Vocabulary:**
  - Cinema terms.
  - Elements of a biography.
- **Intonation and pronunciation:**
  - Acute accent of the past: 'vivió, comió, caminó'.

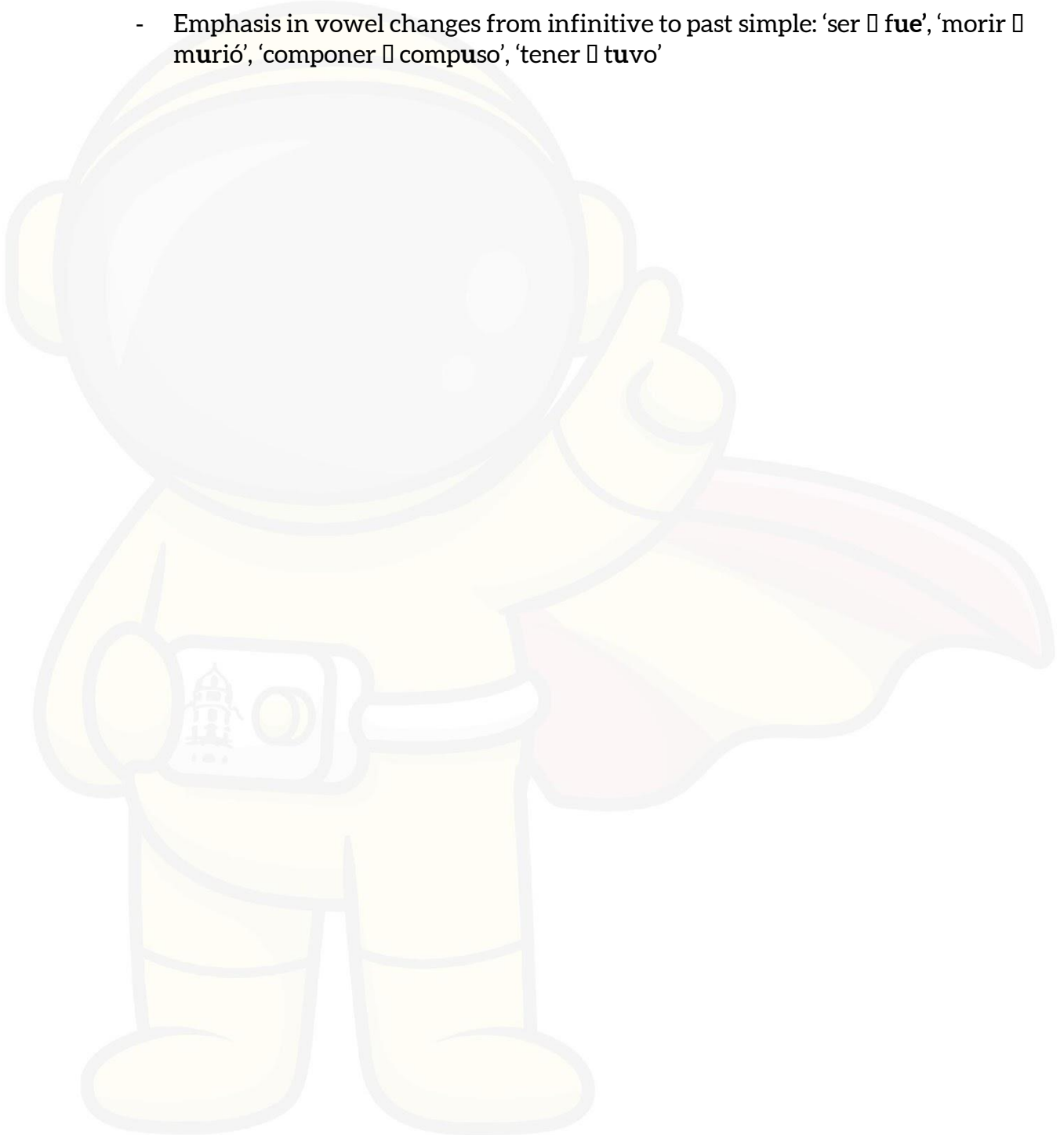
## Session 4 (4 hours)

**Specific objective:** expressing the duration of events in the past.

- **Communicative resources:**
  - Expressing details of past events.
  - Identifying and expressing the duration of past periods.
  - Expressing achievements.
- **Grammar contents:**
  - Use of some prepositions: 'de', 'a', 'desde', 'hasta', 'hace', 'durante.'
  - The past simple (pretérito indefinido) and some irregular verbs.
- **Vocabulary:**



- Verbs and nouns to express achievements.
- Professional, academic, artistic, sport terms in a biography or a resume.
- **Intonation and pronunciation:**
- Emphasis in vowel changes from infinitive to past simple: 'ser □ fue', 'morir □ murió', 'componer □ compuso', 'tener □ tuvo'





## Session 5 (4 hours)

**Specific objective:** describing the appearance, as well as physical and personality similarities.

- **Communicative resources:**
  - Describing oneself in front of other people.
  - Telling similarities between two or more people.
- **Grammar contents:**
  - Verbs in the present tense indicative (irregulars)
  - Verb 'parecerse' to express similarity.
  - Comparisons: 'el/la mismo/a/os/as' + noun.
- **Vocabulary:**
  - Some physical traits.
  - Some hobbies or occupations.
- **Intonation and pronunciation:**
  - The initial sounds 's' and 't': 'soy, se parece, su estado civil; tengo, tú, todos, todas'.

### AUDITORY-ORAL PROJECT (SUGGESTED):

Individual and group work:

- a) The student writes an appearance and personality paper about one of the classmates. The student will include, at least, 5 descriptive sentences. The paper can't be shown.
- b) After that, they will play Chinese whispers: each student will read the description twice in the classmate's ear. The one who receives the information will say it out loud (or the information he/she remembers).
- c) This activity assesses listening comprehension and oral expression in the discourse that the student transmits.

## Session 6 (4 hours)

**Specific objective:** describing personal relationships.

- **Communicative resources:**
  - Describing people.
  - Identifying a person or an object in a group.





- Expressing sympathy or aversion towards someone.
- **Grammar contents:**
  - Descriptive expressions with 'ser', 'tener' and 'llevar'.
  - Expresiones de identificación: Identifying expressions: 'el/ los/ la/ las' + adjective; 'el/ los/ la/ las' + 'que' + verb; 'el/ los/ la/ las' + 'de' + noun.
  - 'Caer' (in the passive form with 'me/ te/ **le**/ nos/ os/ **les**') + 'bien/ mal' + someone
  - 'Llevarse' (in reflexive form with 'me/ te/ **se**/ nos/ os/ **se**') + 'bien/ mal' + 'con' + someone.
- **Vocabulary:**
  - Clothes and accessories.
  - Couple relationships.
- **Intonation and pronunciation:**
  - Intervowel sounds 'b', 'd' and 'g'.

## Session 7 (4 hours)

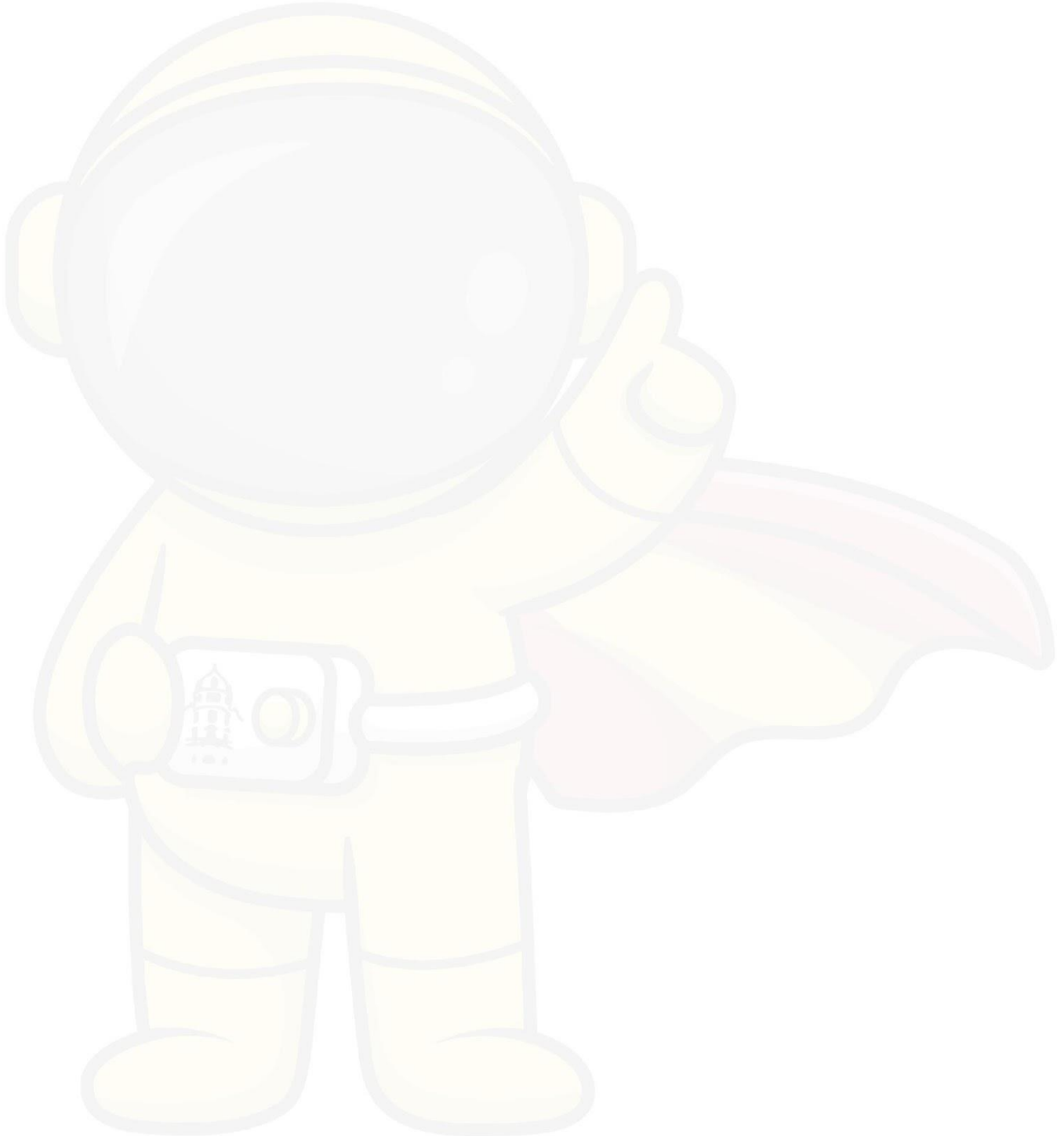
**Specific objective:** expressing the location of people or objects in different spaces.

- **Communicative resources:**
  - Describing furniture.
  - Locating objects or people in places.
- **Grammar contents:**
  - The possessive adjectives: 'mi/s, tu/s, su/s, nuestro/a/os/as, vuestro/os/a/as, su/s'.
  - 'El/ los/ la/ las' + possessive pronoun ('mío/os/a/as, tuyo/os/a/as, suyo/os/a/as, nuestro/os/a/as, vuestro/os/a/as, suyo/os/a/as').
  - Some location expressions: prepositions and adverbs.
- **Vocabulary:**
  - Kinds of houses.
  - Parts of the house.



- **Intonation and pronunciation:**

- Sound linking of prepositions and articles: ' a + el = **al**; de + el = **del**; en + el = **enel**; de + la = **dela**'.





### Session 8 (4 hours)

**Specific objective:** expressing comparisons between people or objects, their characteristics and actions.

- **Communicative resources:**
  - Comparing the parts of the house.
  - Comparing people's likes and hobbies.
- **Grammar contents:**
  - Comparatives of superiority, equality and inferiority with adjectives.
  - Comparatives of superiority, equality and inferiority with nouns.
  - Comparatives of superiority, equality and inferiority with verbs.
- **Vocabulary:**
  - Materials of the furniture in a house.
  - Some descriptive and evaluative adjectives for places.
- **Intonation and pronunciation:**
  - Some consonant groups.

### Session 9 (4 hours)

**Specific objective:** expressing formal requests, as well as greetings and farewells.

- **Communicative resources:**
  - Greeting and saying goodbye in diverse situations and contexts.
  - Requesting objects or actions to another speaker.
- **Grammar contents:**
  - Formal expressions for greetings and farewells.
  - Justifying: 'es que' + main sentence.
  - 'Poder' in active voice (in the present or conditional tense) + infinitive + me/ te/ le/ nos/ os/ les'.
  - 'Te/ le/ les' + 'importar' in the passive voice (in the present or conditional tense) + 'me/ le/ nos/ les'.
- **Vocabulary:**
  - Complements for the verbs 'pedir' and 'dar'.
  - Events and chores.



- Social interaction contexts and situations.
- **Intonation and pronunciation:**
  - Intonation in justifications and applications.

### Session 10 (4 hours)

**Specific objective:** describing ongoing processes.

- **Communicative resources:**
  - Expressing ongoing daily life activities.
- **Grammar contents:**
  - The gerund (regular and irregular verbs)
  - 'Estar' (in present) + gerund.
- **Vocabulary:**
  - Regular verbs in gerund.
  - Irregular verbs in gerund.
- **Intonation and pronunciation:**
  - Intonation of gerund endings: '-ando, -iendo'.

### READING AND WRITING EXAM

## Bibliography

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