

SPANISH AS A FOREIGN LANGUAGE PROGRAM
(ELE)

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SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE)

Module 2 (A1.2)

40 hours.

Materials:

- Alba al Español platform.
- Aula Internacional Plus 1 (unit 5 to 9).

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

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 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 aim: 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 aim: 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 aim: 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 aim: 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.

Session 6 (4 hours)

Specific aim: 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 aim: 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 aim: 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 aim: 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 aim: 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” and “k”.

READING AND WRITING EXAM.

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