

SPANISH AS A FOREIGN LANGUAGE PROGRAM  
(ELE)

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## SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE)

### Module 3 (A2.1)

**40 hours.**

#### Materials:

- Alba al Español platform.
- Aula Internacional Plus 2 (unit 1 to 5).

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 acquire simple linguistic structures to give personal information and some basic cultural knowledge of the foreign culture.
- The student will communicate properly, although there could be misunderstandings.
- 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.

#### 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 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 aim:** 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 aim:** 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 aim:** 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 aim:** 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.****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 aim:** 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 = **en el**; de + la = **de la**'.

**Session 8** (4 hours)

**Specific aim:** 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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