

SPANISH AS A FOREIGN LANGUAGE PROGRAM
(ELE)

© 2025 | ALBA AL ESPAÑOL

Edited by: Alba al Español
E-mail: ele@academiaalba.es and
indo@academiaalba.es
Web: www.ele.academia-alba.es

Direction and coordination: Arturo Bullejos Lorenzo
ELE Academic Coordination: Rebeca Ferreiro
González

Pedagogical design: Rebeca Ferreiro González
Reviewers: Pedro Solano García

Design: Luis Chacón de Vicente
Layout: Roberto Bustos Dotor

SPANISH AS A FOREIGN LANGUAGE CURRICULUM (ELE)

Module 10 (B2.3)

40 hours.

Materials:

- Alba al Español platform.
- Aula Internacional Plus 5 (units 1 to 3).

General objectives:

- The student will be able to create discourses with steady rhythm: clear, coherent and cohesive enough, even though there are some hesitations when it comes to think of the correct structure.
- The student will show grammar control to understandably interact. The possible mistakes will be immediately corrected.
- The student will have a linguistic range of structures to describe and give opinions about general topics, although mistakes are expected.

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%	

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)

Session 1 (4 hours)

Specific aim: describing gestures, signs and body language to express physical and emotional states.

- **Communicative resources:**
 - Talking about experiences related to sport benefits in our body.
 - Expressing voluntary and involuntary body actions.
- **Grammar contents:**
 - Structures to express benefits: 'ayudar a/ permite + infinitive; aumentar/ reducir/ disminuir + noun; sirve para + infinitive/ noun'.
 - Some reflexive verbs related to body mobility: 'levantarse, dormirse, ponerse en pie, acostarse, rascarse'.
- **Vocabulary:**
 - Vocabulary to express benefits: 'sirve para, ayuda a, aumenta, reduce, permite'.
 - Body movements (voluntary or involuntary): 'levantarse de la cama, ponerse en pie, pedalear, correr, peinarme, señalar; parpadear, estornudar, toser, reír, temblar, sonrojarse, rascarse, dormir, bostezar'.
 - Parts of the body: upper and lower part (except fot head).
- **Intonation and pronunciation:**
 - Sounds 'ei', 'ie' in a diphthong and in a hiatus: 'peinarme, re/ír, miente, sonrí/e'.

Session 2 (4 hours)

Specific aim: describing activities that can be done with our body.

- **Communicative resources:**
 - Identifying body postures.
 - Expressing imaginary similarities.
- **Grammar contents:**
 - The use of present indicative to give instructions.
 - Structures to convey body postures: verb + noun (part of the body) + adjective/ gerund/ adverb/ preposition with/ with or without infinitive.
 - 'Como si' + imperfect subjunctive.

– **Vocabulary:**

- Some body postures: 'de pie, sobre los talones, de rodillas, sentada/o, con la espalda recta, de puntillas/ puntitas, tumbado/ acostado.'
- Reflexive verbs to use in a sport routine: 'mantenerse, tumbarse, sentarse, colocarse, flexionarse, agacharse, levantarse, estirarse.'
- More parts of the body: head ('ceja, entrecejo, mentón') and specific parts 'dedo, uña, axila, muñeca, planta del pie, músculo'.

– **Intonation and pronunciation:**

- Intonation '**como si**' as a sentence linker.

Session 3 (4 hours)

Specific aim: describing the body postures according to their standard meaning.

– **Communicative resources:**

- Describing moods and personality traits that body gestures convey.
- Give instructions so that other people adopt certain body postures or gestures.

– **Grammar contents:**

- Some uses of 'ser' and 'estar'.
- Semantics and the use of 'transmitir', 'mostrar' and 'sentirse' (when describing personalities): 'está aburrida, es indeciso, muestra confianza, transmite seguridad, se siente frustrado'.
- Uses of 'ponerse' and 'quedarse' related to body postures: 'ponerse/ quedarse' + adverb/ adjective/ participle; 'ponerse a' + infinitive; 'quedarse' + gerund
- Introduction to distinguishing active, reflexive and reciprocal verbs: 'muerde, se muerde, se muerden'.

– **Vocabulary:**

- Movements we do with our body: 'acariciar, inclinar, pisar, gesticular, apuntar, fruncir'.
- Verbs with multiple modes (active, reflexive, reciprocal): 'levantar(se), acostar(se), tocar(se), estirar(se)'.
- Frequent expressions about body actions: 'desviar la mirada, encogerse de hombros, arquear las cejas, dar un beso/ un abrazo/ un paso/ media vuelta, pegar un salto, morderse las uñas/ la lengua'.

– **Intonation and pronunciation:**

- Emphasis in the direct object pronoun ('**me, te, se, nos, os, se**') in **reflexive** and **reciprocal** mode.

Session 4 (4 hours)

Specific aim: describing conflictive situations and some mechanisms to face those conflicts.

– **Communicative resources:**

- Identifying different resources for conflict mediation.
- Expressing dislike with a dissatisfying or dishonest service.

– **Grammar contents:**

- Structures to describe dissatisfying experiences: past simple + un fiasco/ una estafa/ un problema/ un error; desentenderse de + la situación/ el asunto/ el problema; hacerse el/ la + ofendido/ desentendido/ olvidadizo; hacer + adrede/ a propósito; el/ la muy + descarado/ cara dura/ corrupto; hacer caso; hacerse cargo de; dejar claro que.
- Structure of compound words: prefix+ word; word+ word.

– **Vocabulary:**

- Expressions about working, living, scholar, community, familiar or consuming conflicts mediation: workers, chiefs, bullying or mobbing, contracts, mortgages, scams, divorces, heritages...
- Some compound words: (with prefixes) desorganizado/a, irrespetuoso/a, impresentable, inmaduro/a; (with two words) aguafiestas, hazmerreír, puntapié

– **Intonation and pronunciation:**

- Intonation of expressions for **dissatisfying** experiences.

Session 5 (4 hours)

Specific aim: reinforcing listening comprehension and oral expression and interaction.

CONVERSATION CLUB:

Creating dialogues about conflicts: (working places, scholar, neighbors, familiar or consumption), contexts and causes.

- a) Expressing points of view.
- b) Referring to past experiences (our own or not) or hypothetical-imaginary related to the topic.
- c) Classifying opinions in two groups: justified reasons and unjustified causes (according to the actions, involved parts and contexts).
- d) Explaining our own opinions and replying to the explanations of other members of the group

- e) Proposing a summary about the opinions expressed in class and giving a conclusion for the topic.

ORAL-AUDITORY PROJECT.

Session 6 (4 hours)

Specific aim: making complaints and giving information intentionally.

– **Communicative resources:**

- Conveying messages from a conversation to a third part (outside the initial interaction).
- Making complaints and denouncing businesses or people.
- Expressing intention (of a scam, a cheat or a lie).

– **Grammar contents:**

- Verbal correlations in direct and indirect speech.
- Using adjectives as nouns: 'un/ unos/ una/ unas' + adjective.
- Distinction between the use of 'para' + infinitive and 'para que' + subjunctive.

– **Vocabulary:**

- Compound adjectives: 'despistado/a, incompetente, impresentable, caradura, aguafiestas'.
- Complaints vocabulary: 'devolución, queja, reclamación, exigencia, denuncia, demanda'.
- Verbal forms to talk about conflicts: 'intervenir en, llegar a/ alcanzar (un acuerdo), ser víctima de, tergiversar, acosar, resolver, solucionar.

– **Intonation and pronunciation:**

- Emphasis in the indefinite article when we use adjectives as nouns: '¡son **unos** incompetentes! ¡es **una** desordenada!'

Session 7 (4 hours)

Specific aim: describing different levels of intention in a conversation.

– **Communicative resources:**

- Contrasting the intention with the accidentality of some actions.
- Justifying oneself in front of other speakers.

– **Grammar contents:**

- Pronoun 'se' with accidental function: 'lo manché vs. se manchó/ se me manchó; lo tiraste vs. se cayó/ se te cayó'.
- Indirect object pronoun as a complement in accidental structures: 'se **le** borró, se **nos** olvidó; se **te** resbaló'.
- Structures of justifications and discursive explanations (with indicative and subjunctive): 'no se trata de... sino de; no es que... es que; no es verdad que... lo que pasa es que; no es que... sino que + indicative/ subjunctive'.

– **Vocabulary:**

- Expressions of intention: 'a propósito, aposta, adrede, hacer queriendo, conscientemente; sin querer, sin darse cuenta, sin notarlo, sin intención'.
- Expressions to justify and explain: '(no) es que, sino que, (no) se trata de, (no) es verdad que'.

– **Intonation and pronunciation:**

- Intonation of the structures of **justification** and **explanation**.

Session 8 (4 hours)

Specific aim: conveying opinions and creating paraphrases to make dialogues about different informations.

– **Communicative resources:**

- Making dialogues about neighbourhoods and areas.
- Rephrasing and summarizing information about historical events.
- Reflecting on the structure of journalistic chronicle and sport chronicle

– **Grammar contents:**

- Verbal structures for a sport narrative: 'sufrir + un shock/ una derrota; asestar/ dar/ lanzar + un golpe/ un contragolpe; perder/ ganar + un mundial/ una competencia/ un partido'.
- Uses and contrasts between past simple and 'pretérito imperfecto' in chronicles.
- The suffix 'azo' or 'aza' as an evaluative enhancer.

– **Vocabulary:**

- Expressions to talk about the history of a place: 'se construyó, se produjo, tuvo lugar, se convirtió en, se anexionó, debe su nombre a, procede de, se remonta a, fue fundada/ se fundó, se encuentra en, , data de, fue obra de'.

- Nouns and verbs to describe sports: 'el triunfo, la victoria, un empate, el gol, el punto, el final, la final, la copa, el cinturón; atacar, remontar, ganar, perder, ser vencido, ser vencedor, empatar, anotar, derrotar, fallar, conseguir el triunfo, un hito, un hallazgo'.
- Adjectives to talk about characters and historical events: 'legendario/a, insólito/a, mítico/a, crucial, relevante, inolvidable, emblemático/a, irrepetible, ilustre, clave'.
- **Intonation and pronunciation:**
 - Emphasis of the suffix **-azo**, **-aza**.

Session 9 (4 hours)

Specific aim: telling events while giving an evaluative perspective.

- **Communicative resources:**
 - Evaluating and describing major events or sport events.
 - Relatar narrativamente eventos o sucesos sociales, deportivos, culturales o naturales. Telling social, sport, cultural or natural events in a narrative way.
- **Grammar contents:**
 - Contrasts between evaluative adjective syntax (before and after the noun) and descriptive adjectives (after the noun).
 - Some uses of the 'imperfecto' indicative: qualities, habits, with a journalistic-narrative effect.
 - Structures in participle and noun derived from verbs to make descriptions: 'arrollar → arrollado → el arrollamiento; destruir → destruido → la destrucción'.
- **Vocabulary:**
 - Adjective and nouns in sport: 'máximo goleador, ganador indiscutible, primer/ segundo/ tercer lugar, fantástica jugada, derrota traumática, aficionados locales'.
 - Some social, cultural, natural and sport events to tell: 'una epidemia, un evento empresarial, una cumbre internacional, la final de un torneo, una gala'.
 - Some verbs which normally act as nouns: 'prohibir, abrir, desplomarse, desaparecer, conmocionar, arrollar, morir, fallecer, desalojar, destruir, evacuar'.
- **Intonation and pronunciation:**
 - Emphasis in evaluative adjectives: '¡**fantástico** jugador!, ¡el **máximo** anotador!'.

Session 10 (4 hours)

Specific aim: expressing intentions, events and past summaries.

– **Communicative resources:**

- Stating frustrated intentions.
- Determining the moment in the past in which an action happened.
- Referir historias conocidas mediante la paráfrasis y la síntesis. Referring to known stories through rephrasing and synthesis.

– **Grammar contents:**

- More uses of imperfect of indicative: expressing frustrated intention; an action interrupted with another action in the past.
- The indirect speech (indicative and subjunctive) to express synthesis.

– **Vocabulary:**

- Time markers to locate actions in the past: 'justo cuando, acabar de + infinitive + cuando, ya, ya no, aún, todavía'.
- Some discourse linkers: 'entonces, en eso, y entonces, así que'.

– **Intonation and pronunciation**

- Énfasis de los **nexos discursivos narrativos**. Emphasis in narrative discourse linkers.

WRITING AND READING EXAM.**Bibliography**

Alba al Español (accessed January 2025). Online platfrm. Available at <https://ele.academia-murcia.es/>

Corpas, J., García, E., Garmendia, A. (2020). Aula Internacional Plus. A1. España: Difusión.

Corpas, J., Garmendia, A., Soriano, C. (2022). Aula Internacional Plus. A2. España: Difusión.

Centro Virtual Cervantes (accessed November 2024). Enfoque comunicativo. Diccionario de términos clave de ELE. Available at https://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/enfoquecomunicativo.htm

Bueso, I., Gómez, R., Oliva, C., Pardo, I., Ruiz de Gauna, M., & Vázquez, R. Método de español para extranjeros. Prisma latinoamericano. España: Edinumen