

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 11 (B2.4)

40 hours.

Materials:

- Alba al Español platform.
- Aula Internacional Plus 5 (units 4 to 6).

General objectives:

- The student will be able to have a conversation properly and interact with the other speaker through an understandable discourse, although a foreign accent is acceptable.
- The student will have a relatively high grammar control, although there will be some spontaneous mistakes which will be usually corrected.
- The student will make use of a range of complex sentences and accurate vocabulary to participate in conversations about general topics with almost no difficulty.

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: discussing ecological challenges and necessities in the city.

- **Communicative resources:**
 - Talking about polluting disasters.
 - Discussing the necessities of daily life and the time to commute in the city.
- **Grammar contents:**
 - The adverb 'Cuando' + indicative/ subjunctive.
 - The adverb 'Mientras' + indicative/ subjunctive.
 - The adverbial expression "En cuando" + indicative/ subjunctive.
 - The prepositional expression 'Hasta que' + indicative/ subjunctive.
- **Vocabulary:**
 - Expressions related to polluting disasters: 'agentes contaminantes, combustibles fósiles, vertidos tóxicos, chapopote, crudo, marea negra, efecto invernadero'.
 - Verbs related to ecology: 'reducir, reciclar, generar, regenerar, producir, emitir, prevenir, evitar, controlar'.
 - Vocabulary related to daily life necessities: 'bienestar, arte y cultura, ocio, educación, servicios, trabajo, abastecimiento, bienes, vivienda/ hogar'.
- **Intonation and pronunciation:**
 - Different pronunciation between indicative and subjunctive: 'cuando baje, cuando baja; hasta que dure, hasta que dura; mientras tomen, mientras toman; en cuanto terminemos, en cuanto terminamos'.

Session 2 (4 hours)

Specific objective: discussing socially relevant topics in an ecological and environmental context.

- **Communicative resources:**
 - Describing natural disasters or provoked ones, such as forest fires.
 - Stating points of view about the environmental impact of meat production and consumption

– **Grammar contents:**

- Time structures: 'disminuir + en cuanto; mejorar + cuando; reducir + hasta que; seguir subiendo + mientras'.
- Uses of 'antes de (que)' and 'después de (que)' + infinitive / indicative/ subjunctive.
- Use of cohesive linkers: 'el/ la/ los/ las citado/a /os /as + noun; dicho/a /os /as + noun; tal/ tales + noun; el/ la/ los/ las + noun+ antes mencionado/a /os /as'.

– **Vocabulary:**

- Vocabulary related to causes, consequences and solutions of fires: 'descuidos al hacer hogueras, quema de rastrojos, acción de pirómanos; peligro de desertización, estiaje, desaparición de flora y fauna, desequilibrio ambiental; limpieza de los bosques, campañas de concientización, hacer cortafuegos, prohibición de quemas'.
- Cohesive linkers: 'citado, dicho, tal, mencionado'.

– **Intonation and pronunciation:**

- Intonation of **cohesive** linkers in a text.

Session 3 (4 hours)

Specific aim: discussing about possibilities in the future.

– **Communicative resources:**

- Making predictions about the environment.
- Describing processes related to environmental actions.

– **Grammar contents:**

- Structure and uses of the compound future: 'haber' in the future + participle.
- Nouns formed with verbs: 'la realización → realizar; el crecimiento → crecer; la decisión → decidir; el reciclaje → reciclar; el cambio → cambiar; el aumento → aumentar'.
- Nouns formed with adjectives: 'la flexibilidad → flexible; la certeza → cierto; la belleza → bello; la escasez → escaso; la regularidad → regular; la flexibilidad → flexible'.

– **Vocabulary:**

- Vocabulary about the environmental future: 'el consumo de alimentos, la población, las enfermedades y las epidemias, las energías limpias/ renovables, los bosques, los mares, las montañas, los desiertos'.
- Suffixes to make nouns: '-ción, -sión, -aje, -miento, -ida; -idad, -ez, -eza, -ura'.

– **Intonation and pronunciation**

- Pronunciation of suffixes to make nouns.

Session 4 (4 hours)

Specific aim: discussing the balance between work and leisure projects.

– **Communicative resources:**

- Discussing collective funding projects.
- Reflecting on the role of leisure and work in human life.

– **Grammar contents:**

- Interrogative structure to ask for an opinion about a recent information: '¿te sientes + identificado/a con...? ¿Has pensado en ...? ¿Qué te parece...? ¿Qué opinas de...? ¿Qué elementos/ aspectos/ diferencias observas que' + subjunctive '(te gusten/ interesen/ llamen la atención'?
- Interrogative structure to convey new information: '¿Saber (in imperfect tense) + 'que' + new information?

– **Vocabulary:**

- Fields for collective funding: 'el medioambiente, el arte, la literatura, la moda, la salud, la tecnología, la historia, el turismo, la alimentación, las producciones audiovisuales'.
- Expressions to show like/ dislike, agreement/ disagreement: 'me gusta, me encanta, me fascina, me late, me mola; no está mal, pero..., no me encanta, yo prefiero (otra cosa), no estoy de acuerdo, no me parece tan bueno/ lindo/ atractivo/ útil'.
- Working vocabulary: 'horario, descanso, jornada, baja, permiso, incapacidad, vacaciones, feriados'.

– **Intonation and pronunciation:**

- Intonation of **interrogative** structures in a conversation.

Session 5 (4 hours)

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

CONVERSATION CLUB:

The world before the year 2000 and after 2100: ¿What was the world like and what will it be like (in art, leisure, work, education, politics, daily life) in these 100 years?

- Showing points of view.
- Telling past experiences and creating hypotheses about the future and related to the topic.
- Classifying opinions in two groups: similarities and differences.
- Justifying our own opinions and replying to other people's ones.
- Suggesting a summary of the ideas expressed in class and give a conclusion.

ORAL-AUDITORY PROJECT (SUGGESTED):

Individual work:

- Listening to two texts about the concepts of utopia and dystopia twice, fill in the gaps (in the first text) and write the title of each paragraph (in the second one).

Work in groups of two or three people:

- Participating in a dialogue about an utopic future and a dystopic one in the world after the year 2100.

Group work:

- Explaining orally the conclusions of the dialogues. All the members must participate. They are allowed to check the notes, but not to read them literally. To conclude, the group can add some comments.

Session 6 (4 hours)

Specific aim: expressing positive characteristics against inconvenient conditions.

– **Communicative resources:**

- Describing the validity of known events.
- Describing the uncertainty of an event.
- Making dialogues about a job characteristics.

– **Grammar contents:**

- Concessive clauses with 'aunque/ a pesar de que' + indicative/ subjunctive.
- Concessive clauses with 'a pesar de' + noun/ infinitive.

- Intensifier concessive clauses: 'por muy' + adverb + que + subjunctive; 'por mucho que/ por más que' + subjunctive clause.
- **Vocabulary:**
 - Verbs and expressions to explain the characteristics of a job: 'estar/ quedar lejos/ cerca de casa, incorporarse a un puesto/ una empresa, ir a una entrevista, solicitar un puesto de trabajo/ puesto fijo/ puesto provisional/ una plaza, horario laboral/ escolar/ flexible/ completo/ partido; medio tiempo o tiempo completo'.
 - Concessive adverbs and expressions: 'aunque, a pesar de, por mucho que, por más que, por muy bueno que'.
- **Intonation and pronunciation:**
 - Intonation of **concessive** clauses in a conversation.

Session 7 (4 hours)

Specific aim: making a dialogue about administrative aspects, working environment and human resources of an enterprise.

- **Communicative resources:**
 - Identifying a business' difficulties and proposing solutions.
 - Daily life discourse with sense.
 - Retaking information already mentioned, rephrasing it and putting examples.
- **Grammar contents:**
 - Use of cohesive devices: synonyms (**trabajo - empresa**); preposition+ article+ relative pronoun (**en los que**); possessive (**su** desempeño -del trabajador-); nouns (**el desarrollo** -de desarrollar-); pronouns to avoid repetitions (**estudiarlo, diagnosticarlo y solucionarlo**).
 - Use of rephrasings and examples: 'esto es, tal/ tales como, o sea, es decir, por ejemplo, como, todo eso/ ello, por eso ello, gracias a eso/ ello, con eso/ello, para eso/ ello, sin eso /ello'.
- **Vocabulary:**
 - Vocabulary related to people at work: 'ser/ parecer + capaz de/ accesible/ respetuoso/ tolerante/ dinámico/ arrogante/ emprendedor/ ambicioso; estar + disponible para/ dispuesto a/ capacitado para/ acostumbrado a; tener + experiencia en/ un buen currículum/ capacidad/ don de gentes/ capacidad/ disponibilidad/ facilidad'.

- Verbs related to working leadership: 'saber + reconocer/ trabajar/ transmitir; trabajar bien en equipo, dar la cara por' + people, 'transmitir + seguridad/ confianza/ tranquilidad/ apoyo'; dominar (bien) el entorno/ el programa/ varias lenguas'.
- **Intonation and pronunciation:**
 - Intonation of **rephrasings** and **examples**.

Session 8 (4 hours)

Specific aim: describing the real and imaginary characteristics on the working and the educational fields.

- **Communicative resources:**
 - Discussing the possible jobs which we would do in a different reality.
 - Expressing opinions about different types of education.
- **Grammar contents:**
 - Reviewing compound conditional: 'haber' + participle.
 - Hypothetical structure in the past (with noun): 'cuando' + period of life noun + compound conditional → 'cuando niña/ adolescente/ joven me habría gustado practicar fútbol'.
 - Hypothetical structure in the past with compound infinitive: 'de' + compound infinitive (que + clause) + compound conditional → 'de haber sabido que era divertido, habría jugado más fútbol en la infancia'.
- **Vocabulary:**
 - The 3 double participles in Spanish: 'freír (frito/ freído), imprimir (impreso/ imprimido) y proveer (provisto/ proveído)'.
 - Discourse cohesive devices: 'y es que, por si fuera poco, además, por un lado... por otro lado, otro aspecto/ elemento importante es..., al hablar/ abordar/ discutir este tema, incluso, así, así que'.
 - Vocabulary related to education: 'enseñanza o escuela pública/ privada/ religiosa; impartir, sacar buenas/ malas notas o calificaciones; aprobar vs. suspender o reprobar; faltar vs. asistir a clases; estudiar para ser..., repetir, propiciar, fomentar, matricularse, cambiar de, apuntarse a clases de'.
- **Intonation and pronunciation:**
 - Distinction between the two parts of the hypothetical structures ('antecedente - consecuente'): 'de niña, lo habría hecho; de haber ido contigo a la fiesta, me habría divertido'.

Session 9 (4 hours)

Specific aim: creating hypotheses for past actions with consequences in the past and the present.

– Communicative resources:

- Expressing regret about decisions taken in the past.
- Expressing imaginary and impossible actions in the present to plan hypothetical scenarios in the past.

– Grammar contents:

- 'Pluscuamperfecto de subjuntivo' (Past perfect subjunctive): 'haber' (in imperfect subjunctive) + participle.
- Hypothetical structure in the past (with subjunctive) ? impossible conditions: 'pluscuamperfecto de subjuntivo' + compound conditional/ 'pluscuamperfecto de subjuntivo' → si **hubiera elegido** una profesión distinta, me **habría gustado**/ me **hubiera gustado** ser cantante'
- Hypothetical structure for the present: 'pluscuamperfecto de subjuntivo' + conditional → 'si **hubiera ido** a la fiesta de ayer, ahora **estaría** desvelada'.
- Hypothetical structure in the past (to show regret): 'podría/ tendría que/ debería/ habría que/ me arrepiento de no/ lamento no' + compound infinitive → 'tendría que haber **ahorrado** para poder ir de viaje'.

– Vocabulary:

- Verbal expressions to show regret: 'arrepentirse de, reprocharse (algo), lamentarse de, dejar a alguien, terminar una relación, dejar de hacer algo, dejar a alguien hacer algo, pasar un tiempo en un lugar, dejar pasar el tiempo, pasar el tiempo sin hacer algo'.
- Verbs about hypothetical activities in the past: 'perseguir (a dream), buscar (a person), intentar (an activity), ir (place), tener (time/ clarity/ family), disfrutar (life/activities), pasar (time), viajar, conocer (people/ places)'.

– Intonation and pronunciation:

- Intonation in **regret** sentences.

Session 10 (4 hours)

Specific aim: discussing about good and bad decisions, their hypothetical alternatives and consequences.

– **Communicative resources:**

- Describing good decisions and reflecting on the hypothetical alternative (undesirable).

– **Grammar contents:**

- Uses and order of Direct and Indirect Object pronouns in blaming sentences: 'te lo tendría que haber dicho, podrías habérselo prestado'.
- Cause linkers: 'a causa de que/ debido a que/ gracias a que/ ya que/ puesto que/ gracias a que/ por culpa de que/ dado que/ como' + clause in indicative; 'debido a/ gracias a/ por culpa de/ dado/a' + noun or pronoun.
- Comparative structure (to give emphasis): tan + adjective/ adverb + que; tanto/ os/ a/ as + noun + que; verb + tanto + que; al + infinitive.

– **Vocabulary:**

- Life events and situations: 'comprar, alquilar, vender; compartir piso/ casa/ departamento con; mudarse a/ con; conocer a alguien; dar/ pedir/ solicitar una beca/ un préstamo; marcharse de casa/ la ciudad/ del país; abrir un negocio; contratar/ despedir a un trabajador/ colaborador'.

– **Intonation and pronunciation:**

- Different intonation to express the cause and the consequence: 'debido a que me enfermé, (entonces) no pude ir al viaje de fin de cursos'.

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