



**SPANISH AS A  
FOREIGN  
LANGUAGE  
CURRICULUM (ELE)  
MODULE 9 (B2.2)**



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:**

- Avenida Al Español platform.
- Aula Internacional Plus 5 (units 1 to 3).

**General objectives:**

- a) 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.



- b) The student will show grammar control to understandably interact. The possible mistakes will be immediately corrected.
- c) The student will have a linguistic range of structures to describe and give opinions about general topics, although mistakes are expected.

## 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 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 for 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 objective:** 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 objective:** 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 objective:** describing conflictive situations and some mechanisms to face those conflicts.

- **Communicative resources:**
  - Identifying different resources for conflict mediation.
  - Expressing disgust 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, communitary, 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 objective:** 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 (SUGGESTED):

Individual work:

- a) Listening twice to some of the reasons why there exists bad customer service and fill in the gaps with the option which describes best each of the causes.
- b) Writing for and against arguments about a product or service according to someone playing a role ( it could be the businessman or the service or even the customer).

Work in pairs:

- c) Carry out a simulation in which a customer will make a complaint against a service or product and the businessman will assist him/her by trying to meet the customer's requirements.

## Session 6 (4 hours)

**Specific objective:** 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 objective:** 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 objective:** 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 objective:** 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 objective:** 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.

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