

REGULAR SPANISH COURSE CONTENTS A1

A1.1

Grammar

- Proper nouns (names, surnames, countries)
- Common nouns (classroom objects, household objects, body parts, clothing and accessories, etc.)
- Gender and number of nouns
- Subject pronouns
- Adjectives (nationalities, physical qualities, personal qualities, etc.)
- Attributes. Agreement with the subject (physical descriptions)
- Gender, number, and degree of adjectives (positive and superlative)
- Definite articles and their contractions. Agreement with the noun
- Definite and indefinite articles
- Demonstratives. Introducing other people
- Possessives. Family ties, kinship
- Interrogatives (what, where, when, how, which, etc.)
- Adverbs of place. Location or movement
- Non-personal forms: infinitive (explanation of verb conjugations)
- Verbs 'to be', 'name' and 'to have' in present simple
- Verbs 'to be' and 'to carry/wear' in present simple
- Numerical quantifiers: cardinal numbers, ordinal numbers (up to 10), much, little. (ages, addresses, etc.)
- Verb 'to know' in present simple

Pronunciation

- Intonation in simple interrogative and declarative sentences
- Phonic pauses and graphic signs to maintain meaning: the comma
- Identification and production of the different consonant phonemes in Spanish:
 - g/j
 - s/z
 - c/z
 - r/rr

Spelling

- The alphabet
- Spelling
- Uppercase and lowercase letters
- Abbreviations
- Expressing the date and time
- Opening and closing questions and exclamations
- Abbreviations (city locations, personal titles)

- General rules of accentuation: accentuation of interrogatives
- Question marks and exclamation marks: mandatory use of both signs

Functions

- Giving and asking for personal information (Who are you?, Where do you live?, What is your name, etc.)
- Giving and asking for confirmation of information (Your name is Lucia, right? Yes, my name is Lucia)
- Asking about knowledge of something or someone (Do you know her? Do you know her name?)
- Spelling words
- Introducing yourself and others (use of demonstratives and polite expressions)
- Greet, respond to greetings, say goodbye, and respond to goodbyes
- Ask and respond to questions about physical appearance
- Ask and respond to questions about personality
- Describe a person, object, or animal
- Describe someone's personality
- Ask for and give directions

Pragmatic techniques and strategies

- Replacement with proformas: subject pronouns (my friend's name is Juan. He is from Seville)
- Subject ellipsis
- Spatial deixis: verbs of direction (go, turn, etc.)
- Temporal deixis: present tense markers (today, now) and habitual present tense (always)
- Position of the subject in direct questions
- Illocutionary values of questions: greeting (How are you?)
- Verbal courtesy: use of *usted* to show respect / absence of *vosotros* in areas such as the Canary Islands

Discourse genres and textual products

- Short oral conversations (about people, places, spatial indications)
- Forms (basic personal information)
- Descriptions
- Notes and messages
- Business cards
- Model presentation dialogues (personal presentation and presentation of others)
- Passport, ID card, and other personal identification documents
- Vocabulary glossaries
- Plans and maps (location and travel from one place to another)
- Travel guide

General and specific concepts

- Ordinal numbers
- Personal details
- Adjectives of nationality
- Names of countries
- Quantification (more, less, a lot... for descriptions)
- Size, weight, surface area, build (descriptions)
- The city. Establishments, services, street furniture
- Parts of the body, clothing
- Personal qualities
- Physical qualities
- Moods and emotions
- Colors
- Family relationships
- Marital status
- Professions and occupations. Workplaces
- Employment status
- Types of housing
- Furniture and rooms in the house

Cultural references

- The most common diminutives and nicknames in Spain
- How Spaniards greet each other (two kisses, a peck on the cheek, a hug, etc.)
- The traditional family and other family models
- Internationally renowned figures from the worlds of culture, science, and sports: description of Nadal. Family sagas (Penélope Cruz and Lola Flores)

Sociocultural knowledge and behaviors

- Spanish first and last names
- Personal identification documents
- Types of families. Marital status
- The workday. Schedules and vacation periods
- The most common types of housing in Spain
- Behaviors related to the use of public transportation
- Social conventions and formulas for meetings and greetings
- Rules of courtesy when dealing with older people

Intercultural skills and attitudes

- Recognition of differences in everyday life (forms of greeting and treatment, food, dress, personal relationships, etc.)

- Contrasting points of view with members of other cultures on issues such as marriage, the treatment of women, etc.
- Identifying the linguistic contribution that Arabic has made to Spanish culture
- Seeking (questions, careful observation, exchange of experiences, etc.) attitudes and emotions experienced by other people in the course of intercultural experiences similar to one's own (welcome session)
- Comparison of the aspects in which the cultures observed coincide and ☐differ from each other or from the culture of origin (time zones, use of transportation, conception of time, family values, etc.)
- Identification with the emotions and reactions of others when discovering diverse cultural behaviors.

Learning procedures

- Basic strategies for memorising vocabulary and expressions (association with images, semantic fields, etc.)
- Repetition and guided oral practice
- Use of models to complete and copy forms
- Use of mime and gestures (asking for the bill, asking the time, etc.)
- Use of self-assessment questionnaires
- Conjugation models for regular verbs (separation of the verb root and endings)
- Division of the notebook into sections: vocabulary, grammar, spelling, functions, cultural references
- Creation of situations in which to practise the language (school secretary, school management)
- Comparison of Spanish vocabulary with their mother tongue
- Filling in gaps with missing words based on information provided by the context
- Associating words with specific spaces in a given location (the classroom, the house, the city, etc.).
- Performing mechanical exercises based on a model with variation of a single element
- Verbally assessing the difficulty or simplicity of what has been learned
- Active participation in corrections or group tasks

A1.2

Spelling

- Non-alphabetic signs: allergens (restaurant menus)
- The letter y and the digraph ll
- Seseo (lispings)
- Diacritical accent marks
- General rules of accentuation

Pronunciation

- Syllabic structure. Recognition and identification of syllables in a Word
- Diphthongs versus hiatuses
- Syllables in a word. The stressed syllable
- Classification of words by the position of the stressed syllable
- Identification and production of the different consonant phonemes in Spanish:
 - Seseo and ceceo
 - n/ñ

Grammar

- Quantifiers (to quantify tastes and preferences)
- Inclusive quantifiers: también and tampoco (agreement and disagreement)
- Direct and indirect objects. Unstressed pronouns of DO and IO
- Adverbs of quantity (muy, mucho, poco, demasiado)
- Verbs “gustar”, “interesar”, “importar” and “preferir” in the present indicative
- Verbs “doler”, “tomar” and “operar” in the present indicative
- Verbs “poner”, “probar”, “comer” and “beber” in the present indicative

Functions

- Asking the time
- Ordering food and drink in a food establishment (bar, restaurant)
- Asking for the bill in a food establishment
- Asking about opening hours
- Asking for and giving opinions on tastes and hobbies
- Asking about and expressing preferences
- Asking for and giving opinions on leisure activities
- Expressing agreement or disagreement with tastes and hobbies
- Asking about and expressing plans and intentions
- Proposing a plan
- Accepting or rejecting a plan

Pragmatic techniques and strategies

- Temporal deixis: future markers: talking about plans (tomorrow, next week)
- Attenuation: justification for rejecting a plan
- Discourse organisers: order of daily routines (first, then, before ...)

Discourse genres and textual products

- Short oral conversations (tastes and hobbies, daily routine, etc.)
- Timetables (daily routine) □
- The diary
- Restaurant menus
- Opening hours of establishments and transport

General and specific concepts

- Months of the year, days of the week, times of day
- Food and drink establishments: bar, restaurant, wine cellar...
- Medicines
- Illnesses and symptoms
- Health centres
- Food: tapas
- Leisure and free time

Cultural references

- Domestic habits in different cultures (taking off one's shoes, activities in different rooms of the house, etc.)
- Typical dishes in different parts of Spain and other Spanish-speaking countries
- Popular festivals in Spain
- Main public holidays in Spain
- The climate in Spain and its influence on the leisure activities of Spaniards

Sociocultural knowledge and behaviour

- Concept of “tapa”, “lunch”, “snack”
- The social connotations of wine and coffee
- Festivals and celebrations related to gastronomy (Christmas, Christmas Eve, New Year's Eve)
- Most frequent leisure activities according to the area and climate
- Social Security benefits

Intercultural skills and attitudes

- Recognition of differences in everyday life (food, daily routine, leisure and free time)
- Contrasting points of view with members of other cultures on topics such as leisure activities, daily routines, etc.

- Seeking (questions, careful observation, exchange of experiences, etc.) attitudes and emotions experienced by other people in the course of intercultural experiences similar to one's own
- Comparing aspects in which the cultures observed coincide and differ from each other or from one's own culture (food, lifestyle habits, leisure activities and free time)
- Identification with the emotions and reactions of others when discovering diverse cultural behaviours.

Learning procedures

- Basic strategies for memorising vocabulary and expressions (association with images, semantic fields, etc.)
- Repetition and guided oral practice
- Use of models to complete and copy forms
- Use of mime and gestures (asking for the bill, asking the time, etc.)
- Use of self-assessment questionnaires
- Conjugation models for regular verbs (separation of the verb root and endings)
- Division of the notebook into sections: vocabulary, grammar, spelling, functions, cultural references
- Creation of situations in which to practise the language
- Filling in gaps with missing words based on the information provided by the context
- Associating words with specific spaces in a given location (the bar, the street, the city, etc.).
- Performing mechanical exercises based on a model with variation of a single element
- Verbally assessing the difficulty or simplicity of what has been learned
- Active participation in corrections or group tasks

REGULAR SPANISH COURSE CONTENTS A2

A2.1

Spelling

- Singular z/plural c
- Capital letters: popular festivals, important holidays (Christmas, Easter)
- Roman numerals for centuries (past tense)
- Date formats (important in biographies)
- Absence of a full stop in the years of dates

Pronunciation

- Intonation of the vocative (expressing rules, prohibitions, recommendations)
- Assertive, imperative, expressive speech acts (expressing rules, prohibitions, recommendations)
- Pronunciation of ge, gi/je, ji

Grammar

- Interrogatives ¿por qué? and ¿Para qué?
- Verbs “gustar” 'preferir' “interesar” in the present indicative
- Verbs “reciclar” 'ahorrar' “proteger” 'cuidar' “conservar” in the present indicative
- Interrogative pronouns and adverbs ¿qué?, ¿dónde?, ¿cuándo? “ir” (to go), “estar” (to be), “hacer” (to do), “poder” (to be able), “andar” (to walk), “venir” (to come), “querer” (to want) in the preterite tense “decir” (to say), “escribir” (to write), “hacer” (to do), “poner” (to put), “volver” (to return), “cantar” (to sing), “partir” (to leave) in the present perfect tense
- Verbs “nacer”, “vivir”, “estudiar” in the preterite
- Verbs “salir” 'comprar' “cenar” 'desayunar' “comer” 'levantarse' in the imperfect tense
- Verbal periphrasis “soler” + infinitive
- Verbal periphrasis “estar” + gerund

Functions

- Initiate and respond to a telephone conversation.
- Ask and respond to questions about tastes and preferences regarding leisure and free time.
- Express the cause and purpose of an event.
- Gather information about the circumstances of an event: where, when, and how it occurred.
- Talk about past experiences
- Talk about and ask about projects that have not yet been completed or have already been completed
- Give and ask for information about personal relationships

- Convey information about the most important events in one's own life and the lives of others in chronological order (biography)
- Express rules, prohibitions and permissions regarding actions that should or should not be carried out in the classroom
- Express opinions, attitudes and recommendations about learning Spanish

Pragmatic techniques and strategies

- Connectors and markers for organising and restructuring discourse (firstly, then, finally, that is, in short) Use basic expressions of courtesy ('please', 'thank you')
- Use time markers (still, already, never, yesterday, a long time ago, in 1975, tomorrow, next month ...)
- Imperative markers (oiga/oye) (giving recommendations, prohibiting)

Discourse genres and text types

- Short oral conversations (tastes, preferences, desires, etc.)
- Biography
- Curriculum vitae
- Job offer
- Family register
- Formal and informal telephone conversation
- Cover letter
- Description (comparative)
- Narration (biography, events, memories, anecdotes)

General and specific concepts

- Leisure and free time activities
- Pollution and the environment
- The family and socio-emotional relationships and bonds
- The labour market: members, states, circumstances, etc.
- Healthy living: diet, sport, etc.

Cultural references

- Main public holidays and holiday periods in Spain
- The family in Spain
- The environment
- Healthy lifestyle habits. The Mediterranean diet
- Spanish cities of historical interest: Mérida, Alcalá de Henares, Santiago de Compostela and Salamanca
- Great figures in the arts and culture: Gaudí

Sociocultural knowledge and behaviours

- The positive or negative connotations of certain popular festivals: Christmas, Holy Week
- Alternative family models to the traditional family
- The involvement of Spaniards in recycling
- Signs, symbols and objects related to recycling
- Beauty standards in Spain and their relationship to food

Intercultural skills and attitudes

- Recognition of differences in everyday life (verbal forms of address for older people and strangers)
- Contrasting points of view with members of other cultures on issues such as the traditional family model or other alternative models (monogamy, bigamy, divorce, etc.)
- Comparison of the aspects in which the cultures observed coincide and differ from each other or from the culture of origin (healthy habits, environment, family models, etc.)

Learning procedures

- Basic strategies for memorising vocabulary and expressions (association with images, semantic fields, etc.)
- Basic strategies for preparing an oral presentation
- Strategies for writing a CV
- Repetitions and guided oral practice
- Use of mime and gestures
- Use of self-assessment questionnaires
- Conjugation models for regular verbs (separation of the verb root and endings)
- Division of the notebook into sections: vocabulary, grammar, spelling, functions, cultural references
- Creation of situations in which to practise polite phrases (formal telephone calls)
- Comparison of Spanish vocabulary with your native language
- Filling in gaps with missing words based on information provided by the context (past simple)
- Performing mechanical exercises based on a model with variation of a single element.
- Verbally assessing the difficulty or simplicity of what has been learned (reflection on learning Spanish).
- Active participation in corrections or group tasks.

A2.2

Spelling

- Punctuation marks: full stops, commas and colons (use in storytelling)
- Word division at the end of a line: digraphs

Pronunciation

- Use of different pauses in storytelling (when listing, to maintain meaning, etc.)
- Production of intonation in different speech acts within the narration of the story (characters' speeches, narrator's narration, etc.)

Grammar

- Verbs “llover” 'nevar' “hacer” 'haber' in the future imperfect tense
- Regular and irregular verbs in the simple conditional tense
- Verbs “to tend”, “to wash”, “to sweep”, “to pass”, “to tidy” in the imperative
- Verbal periphrasis “to have to” + infinitive
- Verbs “to tend”, “to wash”, “to sweep”, “to pass”, “to tidy” in the present subjunctive
- Verbs “to know” and 'to be familiar with'
- Verbs “put” (the dishwasher), “pass” (the vacuum cleaner), “scrub”, “sweep”, “take out” (the rubbish) in the affirmative and negative imperative
- Modal verbal periphrases of obligation: “deber de” + infinitive, “tener que” + infinitive
- Direct and indirect object pronouns

Functions

- Asking and answering questions about knowledge or ignorance of something
- Expressing wishes and aspirations
- Giving and asking for information about the weather
- Giving orders and recommendations
- Making requests using polite expressions
- Giving advice or making suggestions (using the conditional)
- Expressing hypotheses about the past
- Making conjectures
- Narrating a story orally and in writing
- Making promises
- Expressing a future action in relation to a past one
- Granting and denying permission
- Giving advice and persuading (using the imperative)

Pragmatic techniques and strategies

- Connectors and markers for organising and restructuring discourse (firstly, then, finally, that is, in short)
- Use basic expressions of courtesy ('please', 'thank you')
- Use of time markers (tomorrow, now, next month ...)
- Mitigating function (use of questions to mitigate orders, rejection of advice)
- Narrative resources (to introduce the story, to end it, to highlight a fact ...)
- Substitution with proformas (direct and indirect pronouns)
- Prepositioning of complements to the verb (direct and indirect). Reduplication

Discourse genres and textual products

- Oral and written descriptions of characters and settings in stories
- Oral and written narratives
- The short story genre
- The weather report
- Horoscopes
- Instructions for use
- Recipes

General and specific concepts

- Pollution and the environment
- Weather: symbols and meanings
- Signs of the zodiac
- Fantasy, fiction and reality
- Household chores
- Physical and personal characteristics (characters in stories)
- Recycling

Cultural references

- Climate zones in Spain
- The environment
- Folk tales in Spain: Little Red Riding Hood and Garbancito
- Healthy lifestyle habits. The Mediterranean diet
- Household chores in Spanish homes

Socio-cultural knowledge and behaviour

- The influence of climate on the rhythm of life and habit of the Spaniards
- Other alternative eating models: veganism, vegetarianism
- Stories as an educational tool
- Rules of courtesy with strangers and seniors
- Most frequent climate-related leisure activities
- The distribution of household tasks

- Superstition and popular beliefs (the horoscopes)

Intercultural skills and attitudes

- Recognition of differences in matters of everyday life (the sharing of household tasks, eating habits out of "normality"...)
- Contrasting views with members of other cultures on issues such as popular beliefs, social norms and prohibitions ...
- Comparison of aspects in which the observed cultures coincide and differ with each other or with the culture of origin (habits related to food, housework, environment, etc.)
- Identification with the emotions and reactions of others to the discovery of different cultural behaviors.

Learning procedures

- Basic strategies for memorizing vocabulary and expressions (association with images, semantic fields, etc.)
- Repetitions and guided oral practice
- Use of mime and gestures
- Use of self-assessment questionnaires
- Conjugation models for regular verbs (separation of the verbal root and terminations)
- Division of the notebook into sections: vocabulary, grammar, spelling, functions, cultural references
- Creation of situations in which to practice the courtesy formulas (telephone calls, request for some material or service at the secretariat, etc.)
- Comparison of the Spanish lexicon with your native language
- Filling in gaps with missing words from information provided by the context
- Execution of mechanical exercises from a model with variation of a single element
- Verbally assess the difficulty or simplicity of what is learned
- Active participation in corrections or group tasks