

SPANISH COURSE CONTENTS - ADVANCED

ADVANCED I

Spelling

- The alphabet
- Spelling
- Capital letters and lowercase letters
- Abbreviations
- Abbreviations (city locations, personal titles)
- Non-alphabetic symbols: allergens (restaurant menus)
- Punctuation marks (comma, full stop, semicolon, colon)

Pronunciation

- Sounds of the Spanish alphabet
- Phoneme-grapheme correspondence
- Intonation in greetings and basic polite expressions
- Features specific to different varieties of Spanish (vowel of uncertainty: eeee..., nasal consonant of uncertainty: mmm..., desemantised and elongated demonstratives: esto/este...)

Grammar

- Basic verbs in the present indicative: ser, llamarse, tener, trabajar, vivir, ir, coger, girar, seguir, estar, fregar, barrer...
- Proper nouns (people, countries, cities)
- Common nouns (parts of the day, days of the week, family members, parts of the body...)
- Gender and number of nouns
- Personal subject pronouns
- Adjectives: gender, number and degree
- Focal quantifiers: también, tampoco
- Adjectives (nationalities, physical and personal qualities)
- Definite and indefinite articles
- Demonstratives (introducing other people)
- Possessive pronouns (family relationships)
- Interrogative pronouns (what, where, when, how, which, etc.)
- Non-personal forms of the verb: infinitive and participle
- Compound sentences with 'and'

Communicative functions

- Giving and asking for personal information
- Introducing yourself and others

- Greeting, saying goodbye and responding
- Asking and answering questions about physical appearance and personality
- Describing people, objects or animals
- Asking for and giving directions
- Asking for and stating the time and schedules
- Giving opinions about tastes, hobbies, preferences and desires
- Expressing agreement or disagreement
- Proposing, accepting or rejecting a plan
- Giving and responding to orders and instructions
- Asking about knowledge of a place or address

Pragmatic techniques and strategies

- Asking for repetition or clarification ('How? Can you repeat that?')
- Using basic expressions of courtesy ('please,' 'thank you')
- Using emoticons to express feelings
- Using spatial markers (location and movement)
- Substitution with proforms (subject pronouns, direct and indirect objects)
- Thematising value of possessives
- Discourse organisers (daily routine)
- Attenuating function (proposal rejection)
- Illocutionary values of questioning (attenuation of the order)

Discursive genres and textual products

- Short oral conversations
- Forms (personal information + reflections on tastes)
- Descriptions
- Notes and messages
- Schedules (daily routine)
- Business cards
- Model presentation dialogues
- Vocabulary glossaries
- Maps and plans
- Travel guide
- Postcard
- Diary (daily routine)
- Restaurant menus
- Establishment and transport schedules

General and specific concepts

- Ordinal numbers
- Personal details
- Adjectives of nationality
- Names of countries

- Quantification (more, less, a lot, etc.)
- Size, weight, surface area, build
- The city: establishments, services, street furniture
- Months, days, times of day
- Parts of the body, clothing
- Personal and physical qualities
- Moods and emotions
- Food and drink establishments
- Medicines, illnesses and symptoms
- Health centres
- Means of transport
- Colours
- Family relationships and marital status
- Food: tapas
- Classroom: objects and furniture
- Professions and trades
- Employment status
- Leisure and free time
- Types of housing, furniture and romos

Cultural references

- Capitals, cities and towns
- Urban and interurban transport
- Healthcare system in Spain
- Education and educational centres

Socio-cultural knowledge and behaviour

- Common first and last names
- Conventions regarding family names
- Identification documents
- Use of greetings according to the time of day
- Types of families and marital status
- Working hours and holidays
- National holidays
- Opening hours of establishments and transport
- Meal times
- Table manners
- Concepts of tapas, lunch and afternoon tea
- Social connotations of wine and coffee
- Gastronomic celebrations (Christmas, Christmas Eve, New Year's Eve)
- Popular and traditional events
- Social conventions in bars and restaurants
- Leisure activities according to area and climate

- Typical housing in Spain
- Facilities and services in homes
- Behaviour related to health and public transport
- Rules of courtesy towards older people
- Signs and objects of traditions

Intercultural skills and attitudes

- Recognition of differences in everyday life
- Contrasting cultural points of view
- Linguistic contributions from Arabic to Spanish (artichoke, espadrille, pillow, etc.)
- Observation of attitudes and emotions in intercultural experiences
- Comparison of cultures (time zones, transport, family values, etc.)
- Identification with the emotions and reactions of others

Learning procedures

- Strategies for memorising vocabulary (images, semantic fields)
- Repetition and guided oral practice
- Use of models for forms
- Use of mime and gestures
- Self-assessment questionnaires
- Models for conjugating regular verbs
- Division of the notebook into sections
- Creation of practical situations (secretary's office, school administration)
- Comparison of Spanish vocabulary with the mother tongue
- Fill-in-the-blank exercises
- Association of words with specific spaces
- Mechanical exercises with minimal variation
- Verbal assessment of difficulty or simplicity
- Active participation in corrections and group tasks

ADVANCED II

Grammar

- Interrogative words: why? and what for?
- Verbs “to like”, “to prefer”, “to be interested in” in the present indicative
- Interrogative pronouns and adverbs: qué?, ¿dónde?, ¿cuándo?
- “ir”, “estar”, “hacer”, “poder”, “andar”, “venir”, “querer” in the preterite tense
- “decir”, “escribir”, “hacer”, “poner”, “volver”, “cantar”, “partir” in the present perfect tense
- Direct and indirect object pronouns
- Verbs “to be born”, “to live”, “to study” in the simple past tense

- Verbs “to go out”, “to buy”, “to have dinner”, “to have breakfast”, “to eat”, “to get up” in the imperfect tense
- Verbal periphrasis “to be used to” + infinitive
- Verbal periphrasis “estar” + gerund
- Verbs “llover” ‘nevvar’ ‘hacer’ ‘haber’ in the future imperfect tense
- Regular and irregular verbs in the simple conditional tense
- Verbs “tender” ‘lavar’ ‘barrer’ ‘pasar’ ‘ordenar’ in the imperative tense
- Verbal periphrasis “deber” + infinitive
- Verbs “tender”, “lavar”, “barrer”, “pasar”, “ordenar” in the present subjunctive

Functions

- Establishing and responding to a telephone conversation
- Asking and answering questions about tastes and preferences regarding leisure and free time
- Expressing the cause and purpose of an event
- Gathering information about the circumstances of an event: where, when, and how it occurred
- Talking 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 that of others in chronological order (biography)
- Ask and respond to questions about knowledge or ignorance of something
- Express desires and aspirations
- Giving and asking for information about the weather
- Giving orders and recommendations
- Making requests using polite expressions
- Giving advice or making suggestions
- Expressing hypotheses about the past
- Making conjectures
- Telling a story orally and in writing
- Talking about memories of the past
- Selecting information to write a CV

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 temporal markers (still, already, never, yesterday, a long time ago, in 1975, tomorrow, next month, etc.)
- Substitution with proformas (direct and indirect pronouns)
- Discourse organisers (firstly, then, next, finally)
- Mitigating function (use of questions as a mitigating formula for orders, rejection of advice)

Discourse genres and textual products

- Short oral conversations (tastes, preferences, desires, etc.)
- Descriptions of characters and settings in stories
- Biographies
- Curriculum vitae
- Job offers
- Short stories
- Weather reports
- Horoscopes
- Instructions for use
- Cooking recipes

General and specific concepts

- Leisure and free time activities
- Pollution and the environment
- Family and socio-emotional relationships and bonds
- The labour market: members, states, circumstances, etc.
- Healthy living: diet, sport, etc.
- The weather: symbols and meanings
- The signs of the zodiac
- Household chores

Cultural references

- Spain's climate zones
- Main public holidays and holiday periods in Spain
- The family in Spain
- The environment
- Healthy lifestyle habits. The Mediterranean diet
- Folk tales in Spain: Little Red Riding Hood and Garbancito

Sociocultural knowledge and behaviour

- The effect of climate on the pace of life and habits of Spaniards
- The positive or negative connotations of certain popular festivals: Christmas, Holy Week
- Beauty standards in Spain and their relationship with food
- Stories as an educational tool
- Rules of courtesy with strangers and older people
- Most frequent leisure activities related to the climate

Intercultural skills and attitudes

- Recognition of differences in everyday life (courtesy, lifestyle habits, food, etc.)
- Comparison of aspects in which the cultures observed coincide and differ from each other or from the culture of origin (healthy habits, environment, family models, etc.)
- Identification with the emotions and reactions of others when discovering different cultural behaviours.

Learning procedures

- Basic strategies for memorising vocabulary and expressions (association with images, semantic fields, etc.)
- Repetition 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 (telephone calls, requesting materials or services from the secretary, etc.)
- Comparison of Spanish vocabulary with their mother tongue
- Filling in gaps with missing words based on information provided by the context
- 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