

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

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

CONTENTS. B1.1

Spelling.

- Punctuation marks: colons, ellipsis (use in academic texts).
- General rules of accentuation I: oxytone and paroxytone words (placement of accents in a list of words).
- General rules of accentuation II: proparoxytone and superproparoxytone words (placement of accents in academic texts).
- General rules of accentuation III: diphthongs, triphthongs (application in the placement of accents).
- General rules of accentuation IV: hiatuses (application in the placement of accents in hiatuses formed by the combination of open and closed vowels)
- General rules of accentuation V: the diacritical accent (application in the differentiation between determiners, pronouns, etc.).
- Homophones (application in writing skills and the differentiation of meanings).

Pronunciation.

- Production and recognition of plosive consonants: /p/, /b/, /t/, /d/ (application in the contrast between voiceless and voiced consonants)
- Production and recognition of fricative consonants: /s/, /z/, /f/, /j/ (application in the differentiation of consonants with vowels).
- Production and recognition of spellings: g/j; c/qu and b/v

Grammar.

- Past verbs to recount and describe anecdotes about the past orally and in writing: Present perfect (applied to a past action in an unfinished period); Past simple applied to define the number of times something has occurred; Past continuous, used to/would applied to express habitual actions in the past; Conditionals applied to express hypotheses.
- Past perfect (application in form and use to describe an anecdote)
- The verb 'to be' applied to the description of personality traits.
- The verb 'to be' applied to the description of moods.
- Discourse connectors: 'already,' 'still,' 'because,' 'but,' 'when,' 'also,' 'that's why' (application in an oral debate on a current topic).
- Present subjunctive (application to impersonal constructions that involve value judgements)
- Verbs 'creer' (to believe), 'pensar' (to think), "opinar" (to give an opinion) and 'parecer' (to seem) applied to express opinion and assessment on a current topic. (Structures to express agreement and disagreement)
- Structure for giving advice and making recommendations in an everyday situation such as going shopping. (I recommend/suggest + que + subjunctive/infinitive/noun...)

- Structure for expressing desire in very common situations such as when you are ill or going on a trip (Want/Desire/Hope/Prefer + infinitive/subjunctive; Hopefully + Subjunctive...)
- Structure for expressing likes and dislikes in cultural visits: museums, leisure parks, etc. (I like/love/hate/dislike + infinitive/subjunctive).
- Relative clauses with the conjunctions 'que' and 'donde' with the indicative or subjunctive: known and unknown antecedents.
- Structure for asking about the existence of something: Indefinite pronouns: (algún/ algunas/ pocos/ pocas + noun +que/donde + subjunctive.)
- Verbs of negative feelings: 'Me irrita/ Me molesta/ Es intolerable/ Me da vergüenza + infinitive' to write a tweet from a hashtag.
- Recognition of the change in meaning of an adjective depending on whether it is used with the verb 'ser' or 'estar' in an advertising text.
- Temporal clauses with 'cuando', "mientras", 'hasta que' to tell past or future stories; memories...: 'cuando + subjunctive...'

Functions.

- Tell and describe anecdotes about the past orally and in writing.
- Talk about the past.
- Place one action before another in the past.
- Express one action immediately after another.
- Tell something that happens for the first time.
- Express an opinion.
- Evaluate actions and opinions.
- Express agreement, disagreement, scepticism.
- Take a position for or against someone or something.
- Advise and recommend.
- Express wishes.
- Express requests and commands.
- Express personal tastes about the environment.
- Discuss likes and dislikes.
- Ask for information.
- Express positive and negative feelings.
- Express complaints through digital platforms.
- Express an action simultaneous to another.
- Express the beginning of an action.

Pragmatic techniques and strategies.

- Pro forma substitution (personal pronouns, demonstratives, possessives, quantifiers, etc.)
- Additive and consecutive connectors (in addition, so, therefore, etc.)

- Markers that structure information: ordering, continuity, closure, etc. (Firstly, in conclusion, etc.)
- Temporal markers of temporal distance: definite or indefinite. (In two days, previously...)
- Postposition of the subject or attribute with direct questions to request information: (Who did Inma call?)
- Anteposition of complements to the verb (CI + Verb). Reduplication of the pronoun.
- Negative pronouns and adverbs in postverbal position for reinforced negation.
- Repetition of grammatical or suprasegmental resources to intensify agreement or disagreement. (Of course, of course; No way!)
- Pronominal shift from the second person to the first person plural to mitigate intrusion into the recipient's space, putting oneself in their place and giving advice (If I were you...)

Discourse genres and textual products.

- Oral and written descriptions of anecdotes and telephone conversations.
- Oral transmission genre: riddles.
- Written transmission genre: travel guides; messages in virtual forums.
- Short reports in standard conventional format on topics of personal interest.
- Short speeches at social gatherings and informal everyday celebrations (acknowledgements).
- Letters, faxes, electronic messages.
- The lyrical genre: short poems.

General and specific concepts.

- Existence and non-existence (life/death; build/destroy, etc.).
- Presence and absence.
- Availability, unavailability.
- Historical events (Olympic Games, etc.).
- Certainty and uncertainty.
- Spatial concepts: location, relative position, distance, mobility...
- Smells.
- Describing an object, place...
- In a restaurant.
- Social media: Instagram, forums...
- Web advertisements.
- Leisure parks in Spain.

Cultural references.

- Variants of Spanish.
- NGOs: Spanish Cruz Roja.

- Popular riddles.
- Living in another country: customs.
- Contemporary Spanish architecture.
- Products with designation of origin: serrano ham, olive oil.
- Poem by Antonio Machado: Recuerdo Infantil.
- Spanish singers: Pablo Alborán.

Knowledge sociocultural behaviours.

- Processing and obtaining identification documents.
- Values of the family and its members in society: large families, family hierarchies.
- Religious or civil festivities to express displeasure or not.
- Typical dishes by geographical area.
- Behaviour at the table with guests in a private home.
- Social conventions in a restaurant.
- Social behaviours related to outdoor activities: leisure parks.
- Behaviours when shopping.

Intercultural skills and attitudes.

- Self-observation of how one's own beliefs, values and attitudes influence the perception of specific aspects of everyday life in other cultures.
- Discrimination between objective information and value judgements in discussions about particular tastes.
- Association of behaviours observed in members of other cultures with idiosyncratic aspects of their culture of origin.
- Essays or behavioural traits, judgements or assessments typical of members of the culture with which contact is established.
- Voluntary and conscious approach to other cultural realities (anecdotes, riddles, etc.).
- Conscious adoption of different cultural perspectives when making value judgements.

Learning procedure.

- Anticipating the content of a text by developing vocabulary related to moods in relation to experiences.
- Developing oral skills by creating dialogues applied to recounting something that has happened for the first time.
- Strategies for recognising the grammatical structures that form part of a specific communicative function related to expressing opinion.

- Selecting strategies that facilitate the learning of new vocabulary related to expressing agreement or disagreement.
- Guidelines for ordering the paragraphs that make up a text to give advice or discourage something.
- Use of the dictionary to infer the meaning of fixed expressions in everyday life.
- Development of oral skills based on comparing personal situations in a shopping centre, shops, etc.
- Creation of group activities to carry out dialogues that express likes and dislikes.
- Create a vocabulary in your notebook to describe objects, places and people.
- Use the dictionary to consolidate understanding related to feelings.
- Deduce the meaning of words from a context presented in class.
- Activities to understand a text through analysis in order to write a text commentary.
- Use self-assessment questionnaires.
- Verbally assess the difficulty or simplicity of what has been learned.
- Active participation in corrections or group tasks.

CONTENTS.B1.2

Spelling.

- Palatal consonants applied to the contrast /CH/, /Y/.
- Abbreviations, acronyms and initialisms.
- Recognition and differentiation of seseo and ceceo (pronunciation of “s” and lisp) applied to southern Spain.
- Reinforced yeísmo (sh-sounding y/l) in South America: Argentina, Uruguay, and Paraguay.
- Vibrant consonants: Contrast between /r/ and /rr/.
- Nasal consonants: /n/, /ñ/; Spelling /ñ/ as an identity of Spanish.

Pronunciation.

- Intonation I: the pronunciation of declarative, interrogative and exclamatory melodic patterns.
- Intonation II: the production of melodic patterns corresponding to different speech acts (interjections, intermediate phonetic groups, expression of doubt, expression of desire, expression of intensification).

Grammar.

- Structure of causal sentences in formal and informal contexts (Porque + indicative; Como + indicative; Debido a + noun; a causa de + noun...)
- Structures with subjunctive and indicative to negate the cause of an event or situation (no es que... sino que...).
- Structures with subjunctive and infinitive to thank or apologise (Thank you very much for...; I'm very sorry...)
- Markers + subjunctive and indicative to express hypothesis or probability.
- Verbs ‘ser’ and ‘estar’ to confirm or deny a reality. (Ser + evidente/ cierto + que + indicative; Estar + claro/ demostrado + que + indicative).
- Form and use of the past perfect subjunctive applied to past or completed situations within a present time period.
- Use of the verb ‘ser’ to express the location of an event applied to dreams.
- Form and use of the future perfect indicative applied to a future action that is completed in the future time we are talking about.
- Use of the future perfect indicative to express probability in the recent past.
- Contrast between ‘por’ and ‘para’ to express cause and purpose.
- Differentiation between ‘cause/purpose’ in the temporal relationship.
- Plurale and Singulare tantum.
- Verbal phrases with infinitives and gerunds.

- Use of indefinite and definite articles.
- Consecutive clauses with indicative and subjunctive to express consequences.
- Consecutive structures with intensifying value (tanto + noun + que; tan + adjective + que + verb; tanto que...).

Functions.

- Explain the reason or cause of an action.
- Deny the cause of an event or situation and express the true cause.
- Describe as applied to a report.
- Express gratitude and apologise in an email.
- Express hypotheses or probabilities.
- Confirm or deny a reality.
- Express agreement or disagreement with someone's hypothesis.
- Express probability in the past related to the present.
- Express probability in the present and future.
- Make predictions and conjectures.
- Create a comic strip.
- Express cause and purpose.
- Write a letter of motivation.
- Talk about a conference.
- Express an imminent action.
- Express an obligation.
- Express an assumption.
- Express the beginning and end of an action.
- Express the repetition of an action.
- Express the continuity of an action.
- Express an action in progress.
- Express an opinion and evaluate a Goya Award-winning film.
- Express consequence.
- Describe the traditions of different countries in South America.
- Interpret and create a travel guide.

Pragmatic techniques and strategies.

- Causal connectors.
- Verbal forms with anaphoric function: to do, to say, to give... applied to formulating a hypothesis.
- Consecutive connectors.
- Justificatory connectors to express apologies.

- Information structurers: organisers, continuity and closure applied to a cover letter.
- Spatial and temporal deixis to express an imminent action.
- Indefinite pronouns to refute or deny shared information.
- Indirect style to talk about a conference.
- Illocutionary values of interrogative statements for intonation (real question, permission, offer, command...).
- Suprasegmental resources for exclamatory sentences applied to their intonation.
- Emphatic pronunciation with an accent of insistence; intensification of a negative assessment.
- Extension of the domain of the future to the present or past with the future of probability.
- Verbal periphrases to express different actions.

Discourse genres and textual products.

- Oral and written descriptions of magazine articles recounting curiosities, riddles and enigmas, such as the magazine Muy Interesante, to deny or express the true cause of the event.
- Descriptive texts applied to dreams.
- Expository text of a report.
- Email to express gratitude or apologies.
- Travel guide.
- Lexicon related to paranormal phenomena and dreams.
- Comic columns.
- Comic strips: comics.
- Motivational letter.
- Quotes.
- Biographies.

General and specific concepts.

- Fantasy of dreams.
- Comic books.
- Present, past and future of verbal periphrases.
- Reflection of a cause or purpose.
- Popular expressions

Cultural references.

- Flora and fauna of Spain.

- Muy Interesante magazine.
- Goya Awards.
- Areas of seseo and ceceo in Spain.
- Mafalda, Quino; Mortadelo y Filemón, Francisco Ibáñez.
- Literature prizes: Nobel, Cervantes, Prince of Asturias.
- Origin of the Ñ.
- Traditions of different countries in South America.
- Television programme: Cuarto Milenio.

Sociocultural knowledge and behaviour.

- Experiences of typical traditions in the provinces of Spain.
- Comics and cartoons as an educational tool.
- Rules of courtesy: expressing gratitude and apologising in an email.
- Most common leisure activities from a travel guide to different provinces of Spain.
- Superstition and belief in dreams.

Intercultural skills and attitudes.

- Contrasting points of view with members of other cultures in relation to popular traditions in Spain.
- Comparison of superstitious beliefs about dreams in Spain with those in the culture of origin.
- Contrasting Spanish comic strips or comics with those of the country of origin.
- Recognition of literary awards in Spain.
- Contrasting Spanish television programmes with those of the country of origin.

Learning procedure.

- Basic strategies for deducing the meaning of words in a text through an image.
- Reflection on the differences between popular traditions in Spain and those in their place of origin.
- Strategies for evaluating a presentation or lecture.
- Compensatory strategies for developing reading comprehension: the importance of key words.
- Repetitions and guided oral practice.
- Criteria for organising a descriptive text to facilitate comprehension.
- Inferring information from an image.

- Guidelines for deducing expressions according to their context.
- Criteria for organising an expository text to facilitate comprehension.
- Translation as a strategy for learning idiomatic expressions.
- Obtaining information about fauna and flora, Spanish literary and film awards.
- Creating situations in which to practise polite expressions for thanking and apologising.
- Uses of assessment questions.
- Filling in gaps with missing words based on the information provided in 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.