



## SPANISH CURRICULUM

### LEVEL 1 BEGINNER

#### 0.PROFILE

##### General description

A Level A student is described as a 'basic user' of the language, this implies that he/she is linguistically capable of acting as a social agent in basic transactions involving oral and written texts related to immediate needs, and participating in social interactions within his/her close social environment.

##### According to MCERL

###### Level A1

- Is capable of understanding and using frequently used daily expressions, as well as simple phrases intended to satisfy immediate needs.
- Can present him/herself and others, ask for and give basic personal information about where he/she lives, his/her belongings, and the people he/she knows.
- Can relate to others in a basic way, as long as the interlocutor speaks slowly and clearly, and is a co-operative listener.

##### According to the Instituto Cervantes

- In relation to **daily transactions**, the level A student is capable of communicating in very normal, predictable situations related to the use of basic services and the satisfaction of immediate needs, solving basic situations that occur in commonly visited places, such as shops, offices, banks, health centres or related to transport, as long as the interlocutor displays a co-operative attitude.
- In relation to **social interactions**, the level A student is capable of communicating to native speakers of Spanish in their most immediate social sphere, participating in social gatherings and routine social situations which follow a predictable pattern, and deal with routine or personal matters (like family, place of residence, leisure pursuits etc) as long as they conform to normal social conventions.
- In relation to **texts**, the level A student can cope with oral and written texts relevant to the basic types of communication described above when they have a clear and simple formal and conceptual structure, which require a moderate effort of interpretation and inference. The written texts have an accessible format, and the oral texts display little acoustic distortion, and have standard or close to standard pronunciation, spoken slowly and with a high content of redundancy.

##### CLM specifics

- Given the immersion nature of the teaching at CLM, during teaching in class the student will develop linguistic and socio-cultural strategies and competences which will allow him/her to deal with similar transactions, social interactions and texts outside the class, relating this personal experience to the classroom instruction.



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- In addition, many students in Level A2+ (3- Lower Intermediate level) at CLM are interested in studying on the courses of Language and Culture, which have an academic content. Consequently the classroom teaching pays special attention to developing basic educational skills to enable the student to cope with interaction appropriate to such activity.

### 1. INTERCULTURAL COMPETENCE (Examples)

Basic information on Spanish-speaking countries; geography, climate, customs, gastronomy.

Official languages in Spain.

Greetings and farewells.

Family and Friends.

Timetables and daily routines.

Leisure pursuits.

Shops and restaurants.

Eating habits.

### 2. EDUCATIONAL COMPETENCES (Examples of strategies)

-Development of strategies for understanding the language of instructions for the activities in the manuals: *Coloca la palabra adecuada...*, *Levántate y pregunta a tus compañeros*, *Une con flechas...*, *Rellena la tabla siguiente...*

-Basic language of classroom instructions: *¿Puedes repetir?*, *¿A quién le toca?*, *¿En grupos o en*

*parejas?*, *¿Cómo se dice?*, *¿Hay deberes?..parejas?*, *¿Cómo se dice?*, *¿Hay deberes?...*

-Basic discursive strategies to identify and define objects avoiding the use of L1: *Es un objeto que...*, *Es un lugar donde...*, *Es una persona que*, *¿De qué material está hecho?*, *¿De qué color es?*, *¿Cómo es?...*

-Strategies for learning and dealing with new vocabulary, such as paraphrasing (*Es lo mismo que/contrario de... Es como...*, etc.), use of synonymy and antonymy, the use of hyponymy (“Times”, “HOLA” son revistas), and contextualisation through examples.

### 3. COMMUNICATIVE COMPETENCE

#### 3.1 LANGUAGE ACTIVITIES

##### Aural comprehension

##### MCERL general descriptor:

- Can understand slow speech when carefully articulated, and with sufficient pauses to assimilate meaning.



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### MCERL and Instituto Cervantes development descriptor:

- Can understand habitually-used words and basic expressions, relating to him/herself, family, and immediate surroundings, when spoken slowly and clearly.
- Can understand oral texts that have no distortions and are pronounced slowly with pauses, with the help, above all visual, of repetition and redundancy.
- Is capable of understanding audiovisual texts whose understanding basically depends on the images.

### **Reading comprehension**

#### MCERL general descriptor:

- Can understand short, simple texts, reading phrase by phrase, understanding names, words, and basic common phrases, re-reading if necessary.

### MCERL and Instituto Cervantes development descriptor:

- Can understand words, familiar names and simple phrases, e.g. those in signs, posters and catalogues, that is short, simple written texts with a clear structure.
- Is capable of understanding instructions for the activities in the manuals and materials used in class.

### **Oral interaction**

#### MCERL general descriptor:

- Can participate in simple conversations, but the communication depends totally on slowly pronounced repetitions, reformulations, and corrections.
- Knows how to form and answer simple questions, give simple affirmations and reply to affirmations received in areas of immediate need or on everyday subjects.

### MCERL and Instituto Cervantes development descriptor:

- Can participate in simple conversations, as long as the interlocutor is prepared to repeat or rephrase what they have said at a slower speed, and helps him/her to formulate what he/she wishes to say.
- Can form and answer simple questions on matters of immediate need or everyday use, such as asking for specific things, getting information about locations, presenting him/herself, greeting, saying farewell in a basic way, or giving personal information.
- Can handle basic classroom language (*Me toca a mí, ¿Leo?, etc.*), and can define basic level vocabulary.



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### Oral expression

#### MCERL general descriptor:

- Can express him/herself in simple isolated phrases relating to people and places.

#### MCERL and Instituto Cervantes development descriptor:

- can use simple expressions and phrases to describe where he/she lives, the people he/she knows, to describe him/herself, and to talk about his/her profession, using mainly a repertoire of basic, well-rehearsed forms that relate to specific predictable situations, and is capable of satisfying his/her immediate needs relating to everyday situations such as asking for specific things, getting information about his/her whereabouts, asking for directions, giving information about personal matters, and communicating relating to quantities, prices and times.

### Written expression

#### MCERL general descriptor:

- Can write simple isolated phrases.

#### MCERL and Instituto Cervantes development descriptor:

- Can write short, simple postcards, for example to give congratulations, or about him/herself.
- Can fill in forms with personal details, also connecting words or groups of words with basic connectors such as 'y' and 'entonces'.

## 3.2 TEXTUAL PRODUCTION

### **Oral textual production: (C=Comprehension, E=Expression)**

- face to face routine informal conversations, on everyday activities, leisure, work, likes and interests. (C/E)
- transactional conversations: shopping, restaurants, information services, directions. (R, above all from the user's point of view)
- short simple telephone conversations. (C/E)
- short simple instructions related to the class and the home. (C/E)
- short simple mini-presentations, with visual supports, the result of writing short informative and/or descriptive texts. (C/E)

### **Written textual production: (C=Comprehension, E=Expression)**

- informal and personal e-mails. (C/E)
- signs, posters for performances. (C)
- informative and advertising leaflets. (C)
- Questionnaires. (C)
- Weather information. (C)
- product and price lists. (C)
- Notes and messages. (C)



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### 3.2 COMPLEMENTARY IMMERSION TASKS (Examples)

- Immersion tasks which involve using realistically outside the classroom linguistic functions, transactions and social interactions dealt with in the class, such as finding prices in supermarkets, getting travel and route information, etc, for a means of transport, buying things in shops, etc.
- Giving instructions to classmates about places of interest (for their usefulness, history, importance, etc) using real city maps.
- Statistical reports on age, births etc, of class members, their residence and their neighbourhood, etc.

### 4. PRAGMATIC COMPETENCE: NOTIONS AND FUNCTIONS

#### Give and ask for information

- Ask for and give personal information, nationality, job/studies, age
- Time: *qué hora, a qué hora, cuándo.*
- Identifying: *este, ese, aquel.*
- Locating: *en, entre, cerca, lejos, a la derecha, al lado, al final, al norte, en el centro (de).*
- Existence: *hay.*
- Frequency: *normalmente, a veces, siempre, nunca...*
- Ask for and give confirmation: *¿está bien?, ¿esto?, ¿esto es así?, ¿así?*
- Cause and result: *porque, para + infinitive.*
- Weather: *hace frío, llueve...*
- Relating past experiences: *He viajado mucho.*

#### Express opinions, attitudes and knowledge

- Express opinions: *(Yo) creo que... ¿y tú?*
- Evaluate: *(muy, bastante) bien/ mal/ regular; muy, bastante, un poco feo...*
- Express agreement and disagreement: *sí, no, también, tampoco.*
- Express counter-arguments: *sí, no, también, tampoco. sí, pero....*
- Express certainty and uncertainty: *creo que...; reactions: es posible, quizás*
- Express ability: *sé nadar*

#### Express likes, desires and feelings

- Express preference: *prefiero...*
- Express desire: *querer + infinitivo*
- Express likes and interests: *gustar, interesar + SN o infinitivo; Stress certain aspects: (lo que más/menos... es...)*
- Express need: *tener que.*
- Express plans and intentions: present indicative, *querer + infinitivo.*

#### Influence the interlocutor

- Give orders and simple instructions: *Silencio, Más espacio... por favor*
- Ask for things: *Un café, por favor.*
- Offer and invite: *¿Quieres un café?, ¿Un café?*

#### Relate socially

- Address people: *Hola + name*
- Give informal presentations: *Soy..., Este es...*
- Greet and reply to greetings: *Hola, Buenos días / tardes / noches.*
- Congratulate: *¡Felicidades!*



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### Classroom interaction

- Work in a group: *¿Me toca a mí?, ¿Leo?, Empieza tú, etc.*
- Control of communication: *Perdona, ¿Puedes repetir?, No entiendo, etc.*
- Ask for information about vocabulary: *¿Que significa \_\_\_\_\_?, ¿Como se escribe \_\_\_\_\_?, ¿Como se dice \_\_\_\_\_?*

## 5.GRAMMATICAL COMPETENCE

### Nouns

- Gender and number: basic rules.

### Adjectives

- Gender and number: basic rules.
- Postnominal position.
- Positive and superlative degree: *muy, el...más...de.*

### Articles

- Definite (masculine & feminine), general mention of class.
- Indefinite (masculine & feminine), general mention of class.
- Absence of determination: *\*Me gusta gazpacho, Hay niños en el parque.*

### Demonstratives

- Paradigms: series of *este, ese, aquel* masculine, feminine, neuter, singular & plural.
- Basic Use: spatial deixis

### Possessives

- Unstressed forms (*series of mi, tu, su*) and their initial position.

### Quantifiers

- Cardinal numbers: variation in gender and number
- Poco, mucho, bastante.*
- *Algún –o –a –os –as, ningún –o, –a- os, –as.*

### Pronouns

- Subject: forms, general rules of absence.
- Reflexives: form and general use.
- Indirect objects: series of *me, te, le* (with verbs like *gustar, interesar*)
- Uses of *se*: paradigm with reflexive verbs (*me, te, se, nos, os, se*)
- Relatives: *que, donde.*
- Interrogatives: *qué, quién, cuánto, cuánta, cuántos, cuántas, dónde, cómo, por qué, qué+ noun, cuál.*

### Adverbs.

- Of place: *aquí, ahí, allí; lejos, cerca.*
- Of time: *ahora, hoy, mañana.*
- Of quantity: *poco, mucho, bastante, muy.*
- Of frequency: *siempre, nunca.*
- Other types: *bien, mal, también, tampoco, quizás.*



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### Personal forms of verbs

-Present Indicative: paradigm of regular verbs; irregular verbs *ser, estar, haber, ir*; vowel irregularities *o-ue, e-ie, e-i*; verbs with irregular first person: Use of present and future tenses in expressing plans and intentions.

### Non-personal verb forms

-Infinitive: forms, use with verbs like *gustar*.  
-Participles: regular forms; gender, number, agreement; adjectival use.

### Co-ordinated clauses

-Copulative, disjunctive, adversative.

### Subordinate clauses

-Nouns: infinitive as subject (*me gusta bailar*) and Direct Object (*Quiero comer*).  
-Adjectives: specific with express antecedent (*La casa que tiene*).  
-Adverbials: cause and result (*porque, para*+infinitive).

### Other forms

-Verbs of direction: *ir, venir*.  
-*Haber/estar*  
-Periphrasis of obligation: *tener que* + infinitive; periphrasis of future: *ir a* + infinitive.  
-Forms and basic uses of prepositions and prepositional phrases to describe place and direction.  
-Markers of frequency: *alguna vez, varias veces, de vez en cuando*.

## 6. PHONOLOGICAL AND ORTHOGRAPHIC COMPETENCE (Identical in Levels 1, 2 & 3)

### Intonation

-Correspondence between melodic units and punctuation: full stop, comma, question mark and exclamation mark.  
-Identification and production of melodic patterns of expository intonation, interrogative intonation, and of specific speech functions (assertive, exclamatory, expressive, interrogative, imperative). Contrast to mother tongue.

### Syllables and stress

-Main characteristics of stressed syllable. Separation in syllables.  
-Characteristics of stress in Spanish, compared to students' mother tongues.  
-Lexical stress with distinctive use: (*paso* v *pasó*).  
-Types of words according to position of stress (last syllable, penultimate syllable, antepenultimate syllable).

### Rhythm, pause and timing

-Perception of rhythm, and contrast to students' mother tongues.  
-Perception of pauses: obligatory (*No se fue* v *No, se fue*), virtual (*Vino Maria //con su hijo*), and fillers (*eh..., mmm..., esto...:, este..., pues..., bueno...*).



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### Phonemes

- Identification and production of timbre of vowel phonemes: /a, e, i, o, u/. Diphthongs, triphthongs and hiatus.
- Identification and production of consonantal system. Relationship between sounds and spelling. Comparison with mother tongue.
- Pronunciation of spelling 'v' as /v/ labiodental or occlusive.

### Orthographic competence

#### Alphabet:

- Names of letters of Alphabet.
- Different letters for one sound: *b/v* for /b/, *k/c* for /k/ *g/j* for /χ/, *c/z* for /θ/.
- Different sounds for one letter: *y* for /y/ *e /i/*, *c* for /k/ *y /θ/*, *g* for /g/ *y /χ/*.
- Diaeresis: *güe* for /ge/ *y güi* for /gi/.
- Conjunction *e/y* (*español e ingl*)
- Conjunction *o/u* (*uno u otro*)

#### Written accentuation:

- Obligatory accent in interrogative and exclamatory pronouns.

#### Punctuation:

- Full stops; comma, semi-colon, colon; suspension points.
- Question and exclamation marks.
- Absence of full stop in telephone numbers, pages and years.
- Abbreviation of common forms of address: *D.*, *Sr.*, *Sra.*, *Ud/Vd.*
- Most common initials and acronyms.