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## LEVEL 2 ELEMENTARY

### 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 frequently used phrases and daily expressions, related to areas of immediate relevance (basic information about him/herself and family, shopping, places of interest, occupation, etc).
- Can communicate sufficiently to carry out simple and everyday tasks which require no more than simple and direct interchange of information on familiar and habitual matters.
- Can describe in simple terms aspects of his/her surroundings and past, as well as matters related to immediate needs.

#### 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



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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.

- 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)

Cultural stereotypes.

Different accents in Spanish.

Cultural diversity in Spain y main socio-economic characteristics.

Places in Latin America.

Traditional celebrations, with special attention to those celebrated during course time.

Social mores relating to presents.

Main religions and religious beliefs.

Cities and neighbourhoods.

### 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?*

-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.



## COMMUNICATIVE COMPETENCE

### 2.1 LANGUAGE ACTIVITIES

#### **Aural comprehension**

##### MCERL general descriptor:

- Can understand phrases and expressions related to areas of immediate importance (for example, basic personal and family information, shopping, place of residence, occupation) as long as the conversation is clear and slow.

##### MCERL and Instituto Cervantes development descriptor:

- Can understand common phrases and vocabulary on themes of personal interest (basic personal and family information, shopping, place of residence, occupation) and the main idea of warnings and brief, clear, simple messages, as long as there is little acoustic distortion, standard or close to standard pronunciation slowly pronounced with redundancies.
- Is capable of understanding basic audio-visual material (shorts, adverts, etc), where comprehension depends mainly on the images.

#### **Reading comprehension**

##### MCERL general descriptor:

- Can understand short, simple texts which contain common vocabulary, including a large proportion of internationally-shared vocabulary.

##### MCERL and Instituto Cervantes development descriptor:

- Is capable of understanding short, simple texts to find specific predictable information on simple everyday themes, such as adverts, pamphlets, menus and timetables, as long as there are no serious distortions in printing or writing.
- Can understand the general idea of longer texts, (graded readers appropriate to the level).

#### **Oral interaction**

##### MCERL general descriptor:

- Can communicate in simple normal tasks which require a simple direct exchange of information and which deal with everyday matters related to work and free time.
- Can participate in brief social exchanges, but hardly ever understands enough to maintain the conversation him/herself.

##### MCERL and Instituto Cervantes development descriptor:

- Is capable of short social exchanges, although in general, can not understand enough to maintain the conversation him/herself, and produces misunderstandings which frequently require the co-operation of the interlocutor.
- Can communicate in simple normal tasks which require a simple direct exchange of information on everyday activities and matters.



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- Can make him/herself understood through short expressions, although pauses, initial doubts, reformulation and a non-native accent are obvious.

### **Oral expression**

#### MCERL general descriptor:

- Can give a description or simple presentation of people, living conditions or work conditions, daily activities, likes and dislikes, through a brief list of phrases or simple statements.

#### MCERL and Instituto Cervantes development descriptor:

- Can use a series of expressions or phrases to describe family and other people, living conditions, educational background, and current or last employment in simple terms using structures composed of basic statements with expressions, groups of a few words, memorised formulas and simple phrases, communicated clearly and comprehensibly despite an obviously non-native accent, although occasionally interruptions and misunderstandings may occur.

### **Written expression**

#### MCERL general descriptor:

- Can write a series of phrases and simple statements, connected with basic linkers such as 'y', 'pero', and 'porque'.

#### MCERL and Instituto Cervantes development descriptor:

- Can write simple brief notes and messages relating to immediate needs, conditions of life, current studies or work, as well as being able to write simple personal letters.
- Can connect groups of words using simple linkers such as 'y', 'pero', and 'porque'.

## **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 instructions related to the class, the home, or directions in a city. (C/E)
- short simple public 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)
- personal diaries (C/E)
- informative and advertising leaflets. (C)
- Questionnaires. (C)
- Notes and messages. (C)



### 3.3 COMPLEMENTARY IMMERSION TASKS (Examples)

- Can write simple questionnaires to ask people in the street about basic topics (e.g. healthy habits).
- Can organise the class party on a limited budget, arranging what is to be bought and who will buy what.
- Can organise and run a 'treasure hunt' in the neighbourhood to discover places and find information.

## 4. PRAGMATIC COMPETENCE: NOTIONS AND FUNCTIONS

### Give and ask for information

- Ask for and give personal information, nationality, job/studies, age, marital status, directions, family relationships, healthy habits.
- Time: dates, parts of the day, telling the time
- Frequency: *todos los días / meses...*, *una vez*, *dos veces (a la semana / al mes...)*, *cada semana...*, *de vez en cuando...*
- Existence and position: *hay / esta*
- Give and ask for information: *¿Te refieres a...? / Sí, así. / No, mejor...*
- Transport and accommodation.
- Comparing places: *más/menos+adjetivo...que*, *tan+adjetivo...como*, *el más+adjetivo...*
- Relating past experiences: *He viajado mucho.*

### Express opinions, attitudes and knowledge

- Express opinions: *A mí me parece que...*, *Yo (no) estoy de acuerdo.*
- Evaluate: (*muy / bastante*) *bien / mal*, *regular*, *un poco*, *demasiado*
- Express intentions and plans: *ir a + infinitivo*, *pienso + infinitivo*, *querer + infinitivo.*
- Express knowledge and ability: *sé dónde/cómo/cuándo...*, *conozco su casa/sé nadar.*

### Express likes, desires and feelings

- Ask about likes and interests: *¿Te gusta/interesa + Noun phrase/infinitive?*, *¿Qué te gusta?*, *¿Qué tipo de... te gusta?*
- Express desires: *Quiero / Quisiera + infinitive.*
- Express physical sensations: *Tengo sed / hambre / frío...*
- Give advice: *Tienes que + infinitivo.*, *Hay que + infinitive*, *¿Por qué no...?*, *Es necesario / importante... + infinitive.*

### Influence the interlocutor

- Indicate directions: *Tienes que + infinitive*, present indicative.
- Ask for objects: *¿Puedes darme...?*
- Ask for permission: *¿Puedo + infinitive?*

### Relate socially

- Presenting people: informally (*Te presento a ...*) and formally (*Le presento a ...*).
- Greeting and responding to greetings: *Hola*, *¿qué tal?*, *encantado*, *mucho gusto.*
- Congratulate: *¡Felicidades!*, *¡Enhorabuena!*, *¡Feliz cumpleaños!*, *¡Felices fiestas!*



### 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

- Masculine/Feminine ending in 'í/ú' (*jabalí, tabú*)
- Masculine ending in 'a' (*el rosa, el problema*), & feminine in 'o' (*la mano*).
- Feminine ending in *-cion* and *-dad*.
- Different gender expressed with different ending (*princesa, actriz, poetisa*), and invariable nouns ending in *-ista* (*el / la periodista*).

### Adjectives

- Derivatives ending in *-dor* (*creador*), *-e* (*interesante*).
- Comparative degree: *más... que, tan... como, menos... que*.
- Adjectives with just one ending, in *-a, -e, -i, -u, -ista* or consonant *-l, -n, -r, -s, -z*.

### Articles

- Definite (masc. and fem.): uses (anaphoric with second mention, deictic, inalienable possession) and syntactic distribution.
- Indefinite: basic meaning, other values (approximate) and syntactic distribution.
- Absence of determination: *\*Me gusta gazpacho, Bebe vino, Compra tomates*.

### Demonstratives

- Spatial & temporal deictic value.

### Possessives

- Tonic forms: series *mío, tuyo, suyo*.
- Contrast: *es mío / es el mío*.
- Obligatory substitution of possessive by pronoun with inalienable possession in general: *\*Lavo mis manos, \*Cortaron su pelo*.

### Quantifiers

- Ordinal numbers to 10<sup>th</sup>: apocopated forms and numerical variation.
- Universals: *todo -a, -os, -as*.
- Non-universals: *otro, demasiado, nada, nadie*.
- Comparatives: *más, menos, tan*.

### Pronouns

- Subject: presence as a value of contrast or to solve ambiguity.
- Direct Object: forms (series *me, te, nos, os, lo, la, los, las*), position (*lo canta, cantarlo, cántalo, cantándolo; puedo cantarlo / lo puedo cantar*), *lo* neuter.
- Indirect object: forms (series *me, te, le, nos, os, les*), uses (*\*Di la hoja a él / Le di la hoja*), substitution of *le* for *se* (*se lo...*), position (*Voy a decirle que sí / Le voy a decir que sí*).
- Reflexives: absence when referring to parts of the body (*Me lavo las manos*) or inalienable possessions (*Me he manchado la camiseta*).
- Tonic pronouns with preposition: paradigm (coinciding with forms of subject, *mi-ti, conmigo-contigo*), reduplication (*A mí me, a ti te...*).
- Uses of *se*: impersonal *se*.



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### Adverbs

- Ending in *-mente*: basic rule.
- Of place: *dentro, fuera, abajo, arriba, delante, detrás, lejos, cerca*.
- Of time: *primero, luego, después, antes, la semana pasada, ayer, nunca, no...nunca, ya/todavía (no)*.
- Of quantity: *nada, no...nada*.
- Sequencers: *primero, segundo*.
- Adverbial phrases: *antes de, después de, encima de*.

### Personal forms of verbs

- Present indicative: most common vocalic and consonantal irregularities; orthographic irregularities; irregular verbs *saber, dar*; uses for habitual present and timetable future or immediate future.
- Present Perfect indicative: regular form, most common irregular forms, use for past.

### Non-personal verb forms

- Infinitive: as subject (*Fumar es malo*); position of personal pronouns (*dejarlo*); use with temporal subordinates (*antes de, después de*); periphrasis *ir a + infinitivo*.
- Gerund: form, position of personal pronouns (*dejándolo*)
- Participles: irregular participles (*hecho, escrito, visto*), morpheme in compound tenses, predicate (*está acabado*).

### Subordinate clauses

- Substantive: the infinitive as subject (*Nadar es importante*), as complement (*Aprende a nadar*)
- Adverbials: temporal (*antes de / después de + infinitive, cuando + present indicativo*), causal (*porque*), result (*para + infinitivo*), conditional (*si + present indicative, present indicative*), comparative (*tan...como, más... que, mejor...que, menos...que, peor...que*).

### Other forms

- Temporal markers: *últimamente, este mes/año, el próximo mes/año, el mes/año que viene, dentro de, en*.
- Periphrasis *hay que + infinitivo*

## 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).



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### 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...*).

### 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.