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## LEVEL 3 – LOWER INTERMEDIATE

### 0. Profile

#### Overview:

The A-Level student is referred to as a 'basic user' of the language, which means that he or she is able to use language as a social agent during basic social transactions and understand/produce oral/written texts related to his/her basic needs, as well as take part in social interactions within his/her immediate spheres of action or domains.

#### Description from the CEFR:

##### Level A2:

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

#### Description from the Language Curriculum of the Insituto Cervantes:

- As for **daily transactions**, the A-Level student is able to take part in very usual and predictable situations which involve basic social services and immediate needs. He/she is also able to run through simple procedures in daily situations such as a shop, office, bank, hospital or transportation, provided the interlocutor fully cooperates.
- As for **social interactions**, the A-Level student is able to communicate with native speakers within his/her immediate social environment or domain. He/she is also able to participate in daily social situations with highly predictable and routinised schemata related to daily and personal topics such as family, hobbies, home, etc., provided they are based on basic social conventions.
- As for **texts**, the A-Level student is able to understand and produce oral/written texts related to the basic communicative situations described above. These texts are simple in terms of form and concepts, and only demand a moderate effort in order to interpret and infer meaning. Written texts have an easy layout. Oral texts have no background noise, the speech is clearly and slowly articulated, the pronunciation is standard, and they have a high level of redundancy.

#### CLM specific characteristics:

- Due to the fact that the CLM operates in an immersion learning setting, in-class instruction is always connected to real life outside. This is achieved by providing the student with the strategies and sociolinguistic knowledge necessary to face real-life social transactions, social interactions and texts.
- On the other hand, many students in the CLM level A2 + (3 - Lower Intermediate) are interested in doing Language and Culture Courses, which teach subject content. It is then that classroom instruction will pay special attention to training in the basic educational skills to cope with the interactions associated with those subjects.



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## 1. INTERCULTURAL COMPETENCE

- Housing.
- Bars and restaurants.
- Leisure Activity.
- Tour guides.
- Recipes.
- Recent historical events.
- Some concepts of flamenco.
- Major festivals.

## 2. EDUCATIONAL COMPETENCES (Examples of strategies)

- Development of strategies for understanding the language of instructions for the activities in the manuals: *Coloca lapalabra 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.

## 3 COMMUNICATIVE COMPETENCE

### 3.1 LANGUAGE ACTIVITIES

#### Listening Comprehension

##### General CEFR descriptor:

- Understands enough to deal with requirements as long as the speech is articulated clearly and slowly.

##### Descriptor developed according to the Instituto Cervantes:

- Understands most of the contained in discourse articulated clearly and slowly to deal with specific needs and in clear, simple messages and warnings, provided that they are related to topics of personal interest and to their daily lives.
- Is able to understand basic audiovisual material (short films, etc.) whose understanding is based mainly on pictures.

#### Reading Comprehension

##### General CEFR descriptor:

- Understands short straightforward texts on daily affairs if it contains very common and everyday vocabulary, or is work-related.

##### Descriptor developed according to the Instituto Cervantes:

- Successfully Manages general information in the texts involved with daily transactions such as banks, post offices, shops, restaurants, travel agencies or transportation.
- Understands much of the information from simple texts about events past and present, as well as personal letters, simple biographies, or simple descriptions with basic instructions texts.



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### **Oral Interaction**

#### General CEFR descriptor:

- Participates in discussions with reasonable comfort in structured situations and short conversations provided the other person helps if needed.
- Gets involved in simple, routine exchanges without much effort; poses and answers questions, and shares ideas and information on familiar topics in predictable everyday situations.

#### Descriptor developed according to the Instituto Cervantes:

- Has a more active participation in conversations: starts, maintains and ends interactions face to face with success, provided they are simple and the interlocutor is willing to cooperate if necessary, although participation in open debates is quite limited.
- Gives and understands simple instructions. Asks and responds to requests, can make and accept invitations, is interested in the status of their partners and reacts to news, can prepare a quote, discussing what to do or where to go.

### **Oral expression**

#### General CEFR 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.

#### Descriptor developed according to the Instituto Cervantes:

- Has a considerable capacity to maintain monologues: can express how they feel, describe common aspects of their current environment (people, places, work experience or study), talk about past actions, explain what they like or do not like about something, describe people, pets or possessions, or to make comparisons, but often have to be corrected and take time to find some words.

#### General CEFR descriptor:

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

#### Descriptor developed according to the Instituto Cervantes:

- Writes letters or emails with short, basic descriptions in recounting their personal experiences and past activities, or their current situation.
- Write very short, basic descriptions of events, past activities and personal experiences.

## **3.2 TEXTUAL PRODUCTION**

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

- Face to face conversations, formal and informal, about daily activities, leisure, work, tastes and interests. (C / E)
- Transactional conversations: shopping, restaurants, information services, health services. (C, especially from the point of view of the user).
- Short and simple telephone conversations. (C / E) - Instructions, requests, advice or suggestions. (C / E)
- Simple and brief public presentations, of small informational and / or descriptive class writing texts. (C / E)

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

- Commercials. (C)
- Simple biographies. (C / E)
- Letters, personal emails. (C / E)
- Letters of restaurants, posters, billboards shows. (C)
- Newspapers. (C / E)
- Informational and advertising brochures. (C / E)
- Questionnaires. (C / E)



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- Notes and messages (C / E).
- Simple Posters. (C / E)
- Job offers. (C)
- Short poems. (C)

### 3.3. ADDITIONAL IMMERSION TASKS (Examples)

- Find information about specific places asking (Tourist Information Centre, Office of Youth, schedules and information about exhibitions in nearby museums, Casa de Porras).
- Make posters for the CLM notice board.

## 4. PRAGMATIC COMPETENCE. NOTIONS AND FUNCTIONS

### Asking and giving information

- Ask and give personal information: parts of the body, physical appearance and similarities, couples relationships.
- Time: timetables *¿a qué hora...?*
- Relative time: *antes / después de, desde hace..., hace...que..., un mes después, al año siguiente, de...a..., desde... hasta..., durante.*
- Identify: *qué /cuál, este-ese-aquel chico alto, el alto, ese alto*
- Prepositions of place: precise (*arriba, abajo*) and relative (*(encima, debajo, dentro, fuera, delante, detrás, enfrente, alrededor (de)...*)
- Weights and measures: *un kilo, medio litro, un cuarto de kilo...*
- Talking about past actions: *Fui a Berlin.*
- Comparisons: *tanto,-a,-os,-as + sustantivo... como...*

### Expressing opinions, attitudes and knowledge

- Expressing opinion: *¿Crees que...?, Para mí...*
- Evaluation: *¿Qué tal...?, gustar, encantar, llevarse bien/mal, caer bien / mal, pasarlo bien / mal, muy/demasiado, nada + adjective ¡Qué + adjective!*
- Express certainty and uncertainty: *quizás...*, more common conversational reactions (*es probable, puede ser*).
- Describing learning difficulties: *me cuesta..., me siento..., lo más fácil/difícil...*

### Expressing likes, wishes and feelings

- Expressing likes and interests: *lo que más me interesa es...*
- Expressing wishes: *me gustaría + infinitive*
- Describing physical symptoms: *¡Ay!, Me duele + SN, Tengo dolor de...*

### Asking the interlocutor to do something

- Give orders and instructions: direct (present indicative, *tienes que..., hay que...*) and indirect (*para eso lo mejor es..., ¿puedes...?, va muy bien...*)
- Ask for objects: *¿Me traes...?, ¿Me das...?*
- Proposing and suggesting: *¿Vamos a...?, ¿Tomamos algo?, ¿Quedamos para...?, ¿Por qué no...?, ¿Qué tal si...?*

### Interacting with others

- Rules for using *tú* and *usted*.
- Addressing someone: *Perdón, Oiga, Oye.*
- Inviting: *tómate – tómese algo*
- Paying: *cóbrate – cóbreme*
- Delivering something: *ten – tenga*
- Expressions of courtesy: *recuerdos – saludos – abrazos a...*
- Good wishes: *Buen viaje, Felices vacaciones, Buen provecho, Que aproveche.*

### Classroom Interaction

- Group management: *Me toca a mí?, ¿Leo?, Empieza tú, etc.*
- Control of communication: *Perdona, ¿Puedes repetir?, No entiendo, etc.*
- Asking for information about vocabulary: *¿Qué significa...?, ¿Cómo se escribe...?, ¿Cómo se dice...?*



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## 5. GRAMMATICAL COMPETENCE

### Nouns

- Particular uses of numbers: collective nouns, uncountable nouns, *pluralia tantum*.

### Adjectives

- Superlatives: *-ísimo*
- Position of the adjective before or after the noun: general rule
- With definite article in noun ellipsis to identify: *el rubio*

### Articles

- Neutral: *lo importante es...*, *lo que más...*/*lo que menos...*
- Co-occurrence with postnominal possessive: *un amigo mío*

### Demonstratives

- When the reference is a sentence or a statement mentioned earlier: *No pienso eso*.

### Possessives

- Postnominal possessives to identify ownership: *un... mío*
- Contrast: *un amigo mío/mi amigo*
- Combined with other determinants: *todos mis amigos, mis otros amigos*

### Quantifiers

- Partitive constructions to refer to a set or parts thereof: *(casi) todos, la mayoría de, muchos (de), algunos (de), no muchos (de)*.
- Double negatives: *no hay nadie, no tengo nada*

### Pronouns

- DO/IO: review of the content seen in levels A1 and A2.
- Reduplication of the pronoun and the IO: *Le dije a Manuel que sí*.
- Values of *se*: reciprocity
- Interrogatives: *qué, quién, quiénes, cuánto* (concordant followed by noun, invariant followed by verb), *cuánta, cuántos, cuántas, dónde, cómo, por qué*.
- Exclamations: *qué feo, qué mal*.

### Adverbs

- Of manner: actions (*fácilmente*); subjective, after the verb or at the end of a phrase (*estupendamente*); result, obligatory postverbal position (*totalmente*); agent, postverbal or final position (*atentamente*)

### Personal forms of verbs

- Summary of the present indicative paradigm (regular and irregular verbs).
- Past simple.
- Frequent use of the imperative in social interactions: *ven, ten, diga, etc.*

### Impersonal forms of the verb

- Infinitive: in subordinate substantive verbs that select two arguments (*Andar ayuda a adelgazar*).
- Gerund: with modal value (*Aprende leyendo*)

### Subordinate clauses

- Nouns: *lo* + adjective + *es* + infinitive
- Adjectives: with determinate article to identify: *el que* + clause.
- Adverbials: temporal (*desde que/hasta que/cuando* + past simple, *al* + infinitive, *hace... que* + present / past perfect / past simple).

### Other topics

- Constructions to identify in a group: *el de* + noun.
- Periphrasis *estar* + gerund. Periphrasis *empezar a* + infinitive.



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- Basic contrast between perfect tense and past simple.
- Basic contrast between *ser* / *estar*.
- Exclamatory sentences *¡Qué* + adjective!
- Basic temporal prepositions *desde, hasta, de...a..., durante*.

## 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...*).

### 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 /x/, *c/z* for /θ/.
- Different sounds for one letter: *y* for /y/ *e/i*, *c* for /k/ *y/θ*, *g* for /g/ *y/x*.
- Diaeresis: *güe* for /ge/ *y güi* for /gi/.
- Conjunction *e/y* (*español e ingl*)
- Conjunction *o/u* (*uno u otro*)



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**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.