

LESSON PLANNING IN SPANISH FOR PRIMARY SCHOOL

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0. FOREWORD^[1]

These pages are intended to be a guide for teaching Spanish as a Foreign Language in Primary Schools. The increasing interest all over the world for this language has led us to propose a realistic plan for the tuition of Spanish, since up to now there have been very few attempts to create a Spanish language curriculum for Primary Schools.

As we have mentioned above, this document is merely a guide, and not a definitive programme, as all the contents must be adapted to each teaching reality, which differs from country to country.

This is not a literacy proposal, neither is it a bilingual programme; it is just a suggested learning curriculum whose scopes cover four different knowledge areas:

1. Lexicon, by semantic fields: semantic contents
2. Grammar, divided into Morphology and Syntactic blocks: grammar contents
3. Speech Acts or communicative formulae: functional contents
4. Specific contents of Spanish as a foreign language.

Phonetics are not considered here. Besides a sample of a *lesson planning*^[2] is given as a model for programming lessons.

All the contents offered in this document have been ranged from 1 to 5 according to the five levels in which we have divided our proposal. It does not mean that all Primary or Elementary School studies last for five years, because probably things are not like that. These five levels can be converted into six or ten depending on the reality. Let us imagine that this curriculum would be applied in a ten-year plan; in that case, each of these five levels ought to be divided by two.

Although we are presenting this curriculum as one aimed at Primary Schools, there is no doubt that a large part of the higher contents are suitable for Secondary Schools. Therefore depending on the circumstances, this could be a complete Primary-Secondary curriculum. If we take into consideration that this plan could be easily followed by a Portuguese-speaking class group during both their Primary and Secondary studies, the same thing cannot be said about a German-speaking class group, who will probably not go further than the third level. That is the difficulty of presenting a planning for no one specific linguistic community, yet we consider that this one may be adapted to very different curricula.

The numbers shown at the end of the contents are the levels in which we consider that the given items should be introduced. As a matter of fact it must be

taken as an orientation, never as a rule.

Moreover, certain contents show more than one number. This must be interpreted as an item to be introduced along two (or more) levels, but it is also possible to consider that the specific item can be introduced in either the first or the second level.

1. SOME CONCEPTS TO BE EXPLAINED

This study intends to be a proposal of contents of the Spanish language for foreign students. Therefore, any Primary School student who would wish to learn Spanish could follow this plan as well as an adaptation of this one.

However a serious problem arises when we must decide what kind of teaching should be offered. Things are rather complex given that learning Spanish may be taken as the acquisition of a foreign language that is on the curriculum, but not all the Spanish language students necessarily live in Spain or any other Spanish-speaking country. Thus let us introduce some concepts that should be understood beforehand.

1. **Mother Tongue or First Language:** The mother tongue is the first language of anyone. That is why it is usually called *first language* or L1.
2. **Second Language:** A second language (L2) is other than the first language, but it is not necessarily a foreign language, because bilingual communities may use two languages, their own tongue and another one belonging to the State they are in. Then there are different kinds of L2:
 - 2.1. **Official or co-official language:** That is the case of areas like Catalonia in Spain where Catalan is the mother tongue of an important part of the population but Spanish is spoken by everybody. Then Spanish is the co-official language for all of them. Wales is a similar case in Britain.
 - 2.2. **Migration Language:** When people must learn the language of the country they have migrated to, that new language, which will be used in their relationships outside of the family circle, is the migration language. In most cases the migration language is the only one that children learn at school and may become their first language. This is a serious problem in Europe, where immigrants coming from all over the world have to acquire one of the major European languages as soon as possible. Children usually arrive without any prior knowledge of the country's language.
 - 2.3. **Foreign Language:** When the language of a foreign country is studied within the ordinary curriculum, it is considered a foreign language. The set of contents we are offering in this study are addressed to this kind of foreign language teaching, though with some

suitable adaptations it could be useful for a migration language programme.

Let us add a final consideration: a foreign language may become a third language (L3) whenever there is already a (co-)official language, or in case a previous foreign language is being taught. The first case occurs when Catalan students study both Catalan and Spanish besides English as a foreign language. And the second case occurs when English is the first foreign language and Spanish is also offered.

All we have explained up to here could be presented in this way:



Up to now most scholars who have been working on the teaching of Spanish have not studied this topic in-depth. As for us, Foreign Language and Migration Language are two different concepts but narrowly related. Any potential Spanish teachers may work either with Spanish as a foreign language or as a migration language. Thus we ought to prepare people who might teach in either circumstance. As a matter of fact, all Spanish teachers working abroad will teach Spanish as a Foreign Language, whereas Spanish teachers working in Spain will have to face Spanish as a Migration Language. The common element in both cases is that students (regardless of their origin) will want or need to learn Spanish as a Second Language.

In order to distinguish more clearly the difference between these two concepts, here is a table where the main differences are shown:

SITUATION	Foreign Language	Immigration Language
Rhythm in content assimilation	rather slow	quite fast due to need
Motivation	usually exterior	generally a necessity since it is required for social integration.
Schooling	foreign language as a part of the curriculum	Spanish is the teaching language.
Sociolinguistic situations	code-switching between L1 and L2	code-mixing between L1 and L2, reaching even interlingua.
Use of L2	rare	increasing

There is no doubt that the methodological approach is different, but not utterly different, since the difference between both situations lies mainly in the rhythm and the amount of contents to be introduced.

2. GRAMMAR CONTENTS

2.1. Introduction

Grammar is one of the main items to be taught, however up to now the contents of Spanish Grammar have rarely been established for Primary Schools. Therefore, here we offer what we consider the skeleton of Spanish grammar that should be known by any student at the end of Primary age schooling. Since the appearance of these items may oscillate, we just mark out in which level they should be first introduced. Our Primary School programme possesses five levels, the contents could be distributed in different ways.

We do not refer here to methodology principles, since our aim is just to sequentialise these contents in order to establish any syllabus of Spanish as a Foreign Language. Adaptations will be necessary depending on the students and their first language. Teachers must take into account that the first language of the students might be rather remote from Spanish; in that case, the learning process might be slow, though if the students' mother tongue is close to Spanish, things may be much easier. These are matters that require another analysis and will not be treated here. Therefore, ours is a general proposal of contents which theoretically is valid for all situations and is open to any necessary adaptation.

2.2. Presentation of the Contents

This is a traditional presentation of grammar, where Morphology and Syntax may be separated or not. In this case, they are presented in two different blocks, but obviously they must be combined along the learning process.

2.3. Morphology

MORPHOLOGY CONTENTS	LEVEL
Gender (in nouns and adjectives)	
Change into feminine	
Addition of <-a>: <i>señor</i> > <i>señora</i>	1
Substitution of <-o> > > <-a>: <i>alto</i> > <i>alta</i>	1
Other substitutions: <i>asistente</i> > <i>asistent(a)</i>	3
Common gender (1): <i>gorila</i> ,	3,4
Common gender (2): <i>taxista</i> ,	2
Different lexeme: <i>hombre</i> / <i>mujer</i> , <i>macho</i> / <i>hembra</i> , <i>padre</i> / <i>madre</i>	1,2,3
Number (in nouns and adjectives)	
Addition of <s>	1

Addition of <-es> Pluralia tantum	1 2,3
Other inflexional elements in nouns and adjectives Diminutive in <i>-ito, -illo</i> Despectives	2,3 4
Comparison of adjectives Comparison Superiority Inferiority Equality Special forms: <i>mejor, peor</i> Superlative Analytic: <i>el más</i> Synthetic: <i>-ísimo, muy</i>	2 2 2 2,3 5 2,3
Determiners Definite article: <i>el, la, los, las</i> <i>lo</i> Indefinite article Possessives Weak forms Strong forms Demonstratives	1 3,4,5 1,2 1 2,3 1
Quantifiers <i>algún, -a, -os, -as</i> <i>ningún, -una</i> <i>algo</i> <i>nada</i> <i>varios, -as</i> <i>bastantes</i> <i>demasiado</i> <i>todo, -a, -os, -as</i> Adjective and adverb modifiers (<i>muy</i>)	2,3,4 2,3,4 2 2 3 3 2 1,2 1
Personal pronouns Subject pronouns Object strong pronouns Object weak pronouns Courtesy pronouns Reflexive pronouns Reciprocal pronouns	1,2 2,3,4, 2,3,4 4,5 4,5 5
Interrogative pronouns <i>qué, quién, cómo, dónde, cuándo</i> <i>cuál</i>	1 2
Relative pronouns <i>que</i> Preposition + <i>por</i>	3,4 4,5

<i>el cual, quien, donde</i>	4,5
Adverbs	
Time	1,2,3,4,5
Place	1,2,3,4,5
Mood	1,2,3,4,5
-mente	3
Others	1,2,3,4,5
Prepositions	
Place (<i>en</i>)	1
Direction	1,2,3
Time	1,2,3,4
Absence of preposition for time expressions	3,4,5
Instrument	2,3,4,5
Others	1,2,3,4,5
Verbs	
General tables	
<i>ser</i>	
Indicative present	1
Indicative preterite	3
Indicative present perfect	3,4
Other tenses	2,3,4,5
<i>estar</i>	
Indicative present	1
Indicative preterite	3
Indicative present perfect	3,4
Other tenses	2,3,4,5
<i>tener</i>	
Indicative present	1
Indicative preterite	3
Indicative present perfect	3,4
Other tenses	2,3,4,5
1 st conjugation model (<i>hablar</i>)	
Indicative	
Present (indicative &imperative)	1
Imperfect	2,3
Perfect	2,3
Future	3,4
Present perfect	3,4
Subjunctive and others	4,5
2 nd conjugation model (<i>comer</i> , no stem change)	
Indicative	
Present (indicative &imperative)	1
Imperfect	2,3
Perfect	2,3
Future	3,4
Present perfect	3,4
Subjunctive and others	4,5
3 rd conjugation model (<i>partir</i> , no stem change)	
Indicative	
Present (indicative &imperative)	1

Imperfect	2,3
Perfect	2,3
Future	3,4
Present perfect	3,4
Subjunctive and others	4,5
Periphrases	
<i>ir a</i> + inf	2,3,4
<i>tener que</i>	3,4
<i>deber</i>	3
<i>poder</i>	2,3
<i>estar</i> + gerund	2,3,4
Irregular verbs with vowel stem	
Stem vowel change: /o/ > /we/ (<i>mover, mueve</i>)	2,3,4,5
Stem vowel change: /e/ > /je/ (<i>querer, quiere</i>)	2,3,4,5
Stem vowel change: /e/ > /je/ (<i>sentir, siente</i>)	3,4,5
Stem vowel change: /e/ > /i/ (<i>pedir, pide</i>)	3,4,5
Other irregular verbs	2,3,4,5
Non finite forms	
Infinitive	2
Gerund	3
Regular participles	3
Irregular participles	4,5
Conjunctions	
<i>y</i> (for words, phrases and sentences)	1,2,3,
<i>o</i> (for words, phrases and sentences)	2,3,4
<i>pero</i>	2,3
others	3,4,5

2.4. Syntax

Syntax contents are not usually presented overtly, but they are learned by means of texts or other resources, so that students acquire this kind of knowledge unwittingly. Nevertheless, some of these contents may be taught together with the morphological ones. These are the syntactic structures that should be presented all over the learning process.

SYNTAX CONTENTS	LEVEL
SIMPLE SENTENCES	
Copulative sentences	
Copulative sentence affirmative	1
Copulative sentence negative	1
Copulative sentence interrogative	
without <i>wh</i> - words	1
with <i>wh</i> - words	1
Transitive sentences	
S V O [-human], where verb is always simple	1
S V O [+human], with preposition <i>a</i>	2,3
Basic interrogative without <i>wh</i> - words	1,2

Basic interrogative with <i>wh</i> - words	1,2
Intransitive sentences S V Basic interrogative without <i>wh</i> - words Basic interrogative with <i>wh</i> - words	1 1,2 1,2
Passive sentences Basic	5
Impersonal sentences <i>Dicen</i>	3
Medial voice sentences <i>Se ve</i>	4,5
Ergative sentences <i>El vaso se rompe</i>	4,5
COMPOUND SENTENCES	
Coordination	2,3,4,5
COMPLEX SENTENCES	
Infinitive clauses Infinitive clauses as object Infinitive clauses with preposition (finality, cause, etc.)	2 3,4,5
Que clauses <i>que</i> clauses with indicative <i>que</i> clauses with subjunctive prep. + <i>que</i> with subjunctive	3,4,5 4,5 4,5
Time clauses <i>mientras, cuando</i> Gerund clauses <i>al</i> + inf	3,4,5 4,5 5
Conditional clauses Type I Type II Type III	2,3 4 5
Relative clauses <i>que</i> with antecedent prep. + <i>que</i> with antecedent <i>donde, cuando, quien, lo que</i> without antecedent <i>cuyo</i>	3,4 4 5 5
AGREEMENT	1,2

Within the Noun Group Noun-Verb Agreement	1,2
USE OF TENSES AND MODES	
Indicative	
Present	1
Perfect	2,3
Imperfect	2
Future (synthetic)	3
Future (analytic)	2
Conditional	3,4,5
Present perfect	2,3
Pluperfect	4
Imperative	1,2
Subjunctive	
Present	
In <i>que</i> clauses	3,4
In other cases	4,5
Past	5
Compound tenses	5

3. LEXICAL CONTENTS: VOCABULARY

3.1. Introduction

This is just a proposal of lexical sequences. It is important to remember that vocabulary, the same as other elements within Foreign Language Teaching (FLT), must be taught cyclically. That means that the same semantic field will be repeated several times over the five years.

The classification we offer here does not mean that all the items should be introduced together and at the same time. Rather, we just followed a criterion of semantic fields which favours the learning.

The order given here is not necessarily the one to be followed. Each level has ten semantic fields to develop

3.2. Sequentiality

All these sequences must be taken as an approach, never as a given or closed programme. Their final sequentiality must be set up by teachers.

The offered example words are a mere orientation. Different words could be introduced in most cases, though we have tried to offer the commonest Spanish lexical items adapted to the needs and interests of Primary School children.

In spite of the suggestion of the level in which words are introduced, it does not mean that any specific word could not appear before the marked moment. So, we suggest that nationalities should be introduced during the third, fourth or fifth levels, but if some samples of it appear during the first or second levels it does not

matter.

TOPIC	SAMPLE	LEVEL
1. Greetings	<i>hola, adiós, hasta luego</i>	1,2
2. Human body	<i>cabeza, brazos, mano, pie, oreja, ojo, nariz, boca, pelo, frente,</i>	1,2,3
3. The classroom	<i>silla, mesa, pupitre, pizarra, tiza, lápiz, bolígrafo</i>	1,2
4. Domestic animals	<i>gato, perro, vaca, cerdo, oveja,</i>	1
5. Clothes	<i>camisa, jersey, calcetines, pantalones, falda, vestido</i>	1,2,3
6. Toys	<i>balón, muñeca</i>	1
7. The family	<i>padre, madre, hermano, hermana, abuelo, abuela</i>	1,2,3
8. My house	<i>cocina, salón, comedor, habitación, baño</i>	1,2,3
9. Colours	<i>rojo, amarillo, naranja, verde, azul, amarillo, blanco, negro</i>	1,2
10.Sizes	<i>grande, pequeño, largo, ancho,</i>	1,2
11.My street	<i>calle, calzada, acera, farola, casa, tienda, semáforo</i>	2,3
12.My neighbourhood	<i>panadería, supermercado, zapatería, policía, parque</i>	2,3
13.Seasons, months and days of the week	<i>primavera, verano, otoño, invierno</i>	1,2
14.Transports	<i>autobús, coche, bicicleta, camión, tren, avión</i>	2,3
15.Food	<i>pan, arroz, azúcar, cereales, ensalada, hamburguesa</i>	1,2,3
16.Weather	<i>sol (soleado), viento (ventoso), nieve</i>	2,3
17.Plants	<i>árbol, flor, lechuga, patata,</i>	2,3
18.Materials	<i>plástico, madera, tierra, fuego, metal</i>	2,3,4
19.School	<i>alumno, profesor, sala de profesores, conserje, patio, aula</i>	2,3
20.Work	<i>policía, bombero, abogado, médico, panadero, carnicero</i>	2,3,4,5
21.The Countryside	<i>árbol, río, pueblo, carretera, montaña, lago, prado, ganado</i>	2,3
22.Wild animals	<i>león, jirafa, hipopótamo, tigre, serpiente, araña, rinoceronte</i>	3
23.Houseware	<i>televisor, vídeo, cocina, nevera, microondas</i>	3,4
24.Sports	<i>fútbol, baloncesto, tenis, béisbol, ciclismo, natación</i>	1,2,3
25.Leisure	<i>discoteca, deporte, senderismo, parque</i>	2,3,4
26.Life moments	<i>infancia, juventud, niño, joven, adulto</i>	3,4,5
27.Physical aspect	<i>alto, bajo, gordo, delgado</i>	1,2,3

28. Psychologic description	<i>simpático, agradable, inteligente</i>	2,3,4
29. Human organs	<i>corazón, hígado, pulmones</i>	5
30. Setting the table	<i>tenedor, cuchillo, plato</i>	2,3
31. Health	<i>sano, enfermo, dolor de cabeza, nervioso</i>	3,4,5
32. Movement	<i>adelante, atrás, a la derecha / izquierda</i>	1,2,3
33. Place	<i>encima, debajo, cerca, lejos</i>	1,2,3
34. Feasts	<i>vacaciones, fin de semana, fiesta</i>	3
35. The coast	<i>playa, costa, puerto</i>	4,5
36. Fruits and vegetables	<i>naranja, limón, espinacas, verduras</i>	3,4,5
37. Birds and fish	<i>pájaro, pez,</i>	3,4,5
38. Trade	<i>comercio, hombre de negocios, empresa</i>	5
39. Money	<i>billete, moneda, banco</i>	4,5
40. Numbers	<i>uno, dos; medio, tercio; millares</i>	1,2,3,4,5
41. Measures	<i>kilo, gramo, kilómetro</i>	3,4,5
42. Art	<i>pintura, cine, literatura</i>	4,5
43. Hobbies	<i>pasatiempos, aficiones, leer, jugar, escribir, ir al cine</i>	2,3,4
44. Countries and citizens	<i>Europa, europeo, España, español, México, mexicano</i>	3,4,5

4. FUNCTIONAL CONTENTS: SPEECH ACTS

4.1. What are Speech Acts?

Speech Acts (S.A.) are the linguistic denomination of a large series of communicative formulae that are a part of the communicative methods. We do not conceive a complete programme of Spanish without these elements, which belong to Pragmatics, therefore not to Morphology or Syntax, though Grammar is evidently required.

For Primary School students speech acts are a necessary part of their curriculum. Then this is our selection of contents based on their virtual interests.

4.2. A Simple Classification of S.A.

There are hundreds of ways to classify all the types and variations of S.A. The one we offer here is a simple one, which we will try to develop later with some examples.

1. **Assertive Acts:** they describe a fact by means of a statement, which may be either affirmative or negative.

(1) a. *Está amaneciendo.*

b. *No hace calor.*

2. **Performative Acts:** they mean that “saying” is “doing”, so that subjectiveness acquires a main role within communication, so that the addresser takes a very active role in front of the addressee, because extralinguistic elements take part in the statement. These performative acts can be divided, as we said, into several subtypes, among which are:

2.1. **Institutionalised Acts**, the addresser possesses a social power or category:

(2) a. *Y el vencedor es...*

b. *Queda inaugurada esta asamblea.*

2.2. **Affirmation Acts**, where an act is remarked:

(3) *Insisto en que es un mentiroso.*

2.3. **Promises**

(4) *Te prometo que iré.*

2.4. **Expression of desires**

(5) a. *Me encantaría ir contigo*

b. *Ojalá te quedes.*

2.5. **Prohibitions**

(6) a. *No se puede abrir la ventana*

b. *No abras la ventana, ¿quieres?*

2.6. **Requests**

(7) a. *¿Me dejas tu libro?*

b. *Déjame tu libro, por favor.*

2.7. **Invitations**

(8) a. *Ven al cine con nosotros..*

b. *¿Por qué no te vienes al cine?*

c. *¿Te apetece venirte al cine con nosotros?*

4.3. Basic Formulae for Speech Acts

Some of the former formulae have an actual interest in communication. Therefore, a given formula may be used for several purposes.

FUNCTIONAL CONTENTS	LEVEL
Accepting	
A favour	
· <i>Gracias por...</i>	1,2
· <i>Eres / Es muy amable</i>	2,3
An invitation	
· <i>Vale / De acuerdo</i>	1,2
· <i>Acepto...</i>	3,4
A suggestion	
· <i>Vale, es una buena idea</i>	3,4

· <i>¿Por qué no?</i>	5
Agreement and Disagreement	
Expressing agreement	
· <i>Vale / De acuerdo</i>	1,2
· <i>Estoy de acuerdo</i>	2,3
· <i>Me parece bien / una buena idea</i>	3,4
Expressing disagreement	
· <i>No estoy de acuerdo</i>	2,3
Greetings	
Saying hello	
· <i>hola, ¿qué tal? / ¿cómo está(s)?</i>	1,2
· <i>buenos días / buenas tardes: noches</i>	1,2
· <i>¿qué hay? / ¿qué pasa?</i>	2,3
Farewell	
· <i>adiós, hasta luego, chao</i>	1,2
· <i>buenas noches, hasta pronto</i>	2,3
Affirmation and Negation	
Affirmation	
· <i>Sí</i>	1
· <i>Claro, por supuesto</i>	2,3
· <i>Claro que sí</i>	3
Negation	
· <i>No</i>	1
· <i>Claro que no</i>	3
· <i>Por supuesto que no</i>	4,5
Attention (attracting people's attention)	
· <i>Oiga</i>	3,4
· <i>Por favor</i>	2
· <i>Escuche</i>	3,4
Quantity	
· <i>Hay</i>	1
· <i>Hay mucho/ bastante/ unos cuantos</i>	2,3
· <i>¿Cuántos ... tienes / hay?</i>	2,3
Ability and Inability	
· <i>¿Puede(s)...?</i>	1,2
· <i>¿Sabe(s)...?</i>	2
· <i>¿Sabe(s) cómo...?</i>	3,4
· <i>¿Eres/ es capaz de ...?</i>	2,3,4
Physical description of somebody	
· <i>Soy / es [alto, bajo; rubio, moreno]</i>	1,2
· <i>Tengo / tienes (el pelo / los ojos) azul, verde</i>	1,2,3
Cause	
· <i>Es así porque...</i>	3,4
· <i>Ocurre porque...</i>	4,5
· <i>¿Por qué...?</i>	1,2

<ul style="list-style-type: none"> · <i>Porque</i> (replies) · <i>Se trata de...</i> 	1,2 5
Appointment <ul style="list-style-type: none"> · <i>¿Quedamos...?</i> · <i>¿Qué tal si...?</i> · <i>¿Te/ le/ os apetece...?</i> 	4,5 4,5 4,5
Food and drink <ul style="list-style-type: none"> · <i>¿Quieres...?</i> · <i>¿Te gusta...?</i> · <i>¿Te apetece...?</i> 	2 2,3 3,4
Apologies <ul style="list-style-type: none"> · <i>Lo siento</i> · <i>Lo lamento</i> · <i>Perdón / perdona / perdone</i> · <i>Disculpe (pero)</i> · <i>Con permiso</i> 	1,2 3 2,3,4 2 3
Permission <ul style="list-style-type: none"> · <i>¿Puedo...?</i> · <i>¿Te/ le importa si...?</i> · <i>¿Es posible...?</i> · <i>¿Podría...?</i> · <i>¿Hay algún problema si...?</i> · <i>Claro</i> · <i>Sí, (por supuesto)</i> · <i>No, lo siento</i> · <i>Ahora no</i> 	1 4,5 2 2,3 4,5 1,2 1,2 1,2 3
Likes and dislikes <ul style="list-style-type: none"> · <i>Me gusta...</i> · <i>A mí me gusta...</i> · <i>¿A ti te gusta...?</i> · <i>¿Te/ le gusta...?</i> · <i>Me encanta</i> · <i>Adoro...</i> · <i>No me gusta...</i> · <i>Detesto...</i> 	1 2,3 2,3 2,3,4 3 2,3 1 2
Opinions <ul style="list-style-type: none"> · <i>Pienso que...</i> · <i>Me parece que...</i> · <i>Creo que...</i> · <i>En mi opinión,...</i> · <i>¿Qué opina(s) de...?</i> · <i>¿Qué te parece...?</i> 	3,4 3,4,5 3 4 5 4,5
Prohibitions <ul style="list-style-type: none"> · <i>No puedes...</i> · <i>No se puede...</i> · <i>Está prohibido...</i> 	1 2,3 3

· <i>No se permite...</i>	4,5
· <i>No + INF</i>	4,5
Agreement and disagreement	
· <i>Estoy de acuerdo (...)</i>	2
· <i>No estoy de acuerdo (...)</i>	2
· <i>Vale.</i>	1,2
· <i>¿Qué te parece si...?</i>	4,5
Directions	
· <i>¿Dónde está...?</i>	1
· <i>A la derecha/ izquierda</i>	1,2
· <i>Siga/ sigue todo derecho</i>	2
· <i>Gire/ gira a...</i>	2
· <i>Es por...</i>	3
Prices	
· <i>¿Cuánto es...?</i>	1
· <i>¿Cuánto cuesta...?</i>	1,2
· <i>Es/ son...</i>	1

5. SPECIFIC CONTENTS TO BE TAUGHT IN SPANISH LESSONS

5.1. Kinds of difficulties

Each language shows a set of elements that separates it from all the other languages in the world. According to very elementary criteria, these are the elements that cause most trouble to foreign students learning Spanish; we have divided them into Semantic and Grammatical categories^[3].

The semantic contents that should be remarked are the following:

- Difference between *ser* and *estar*
- Difference between *por* and *para*
- Difference between *pedir* and *preguntar*
- Difference between *saber* and *conocer*

The main grammar contents are these:

- Use of subjunctive mood in complete and relative clauses.
- Use of conditional tense

5.2. Didactic tips

We do not intend to show a whole and complete set of rules to be memorised. It is necessary to present the items by means of the context and understandable comprehensive pictures.

Comparisons with other languages may be interesting, especially when Spanish is learned by students whose language is rather close to it from a linguistic point of view (i.e., another Romance language). For example, the difference in the use of *ser* and *estar* in both Spanish and Portuguese is actually

slight, though it is greater between Spanish and Italian.

5.3. Semantic differences

5.3.1. Verbs *ser* and *estar*

This is one of the very first elements to be found in Spanish teaching. It can be shown in a single case such as: *Juan es guapo* vs. *Juan está guapo*. The main tips we can offer are these:

a) Punctual or momentary physical or psychological state (=sentirse, encontrarse)

<i>estoy</i>	<i>cansado</i> <i>aburrido</i> <i>harto</i> <i>dormido</i> <i>contento</i> <i>triste</i> <i>enfermo</i>
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b) Habitual physical or psychological state

<i>Soy</i>	<i>optimista</i> <i>sincero</i> <i>gracioso</i> <i>simpático</i>
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c) Jobs, nationalities and identities

<i>Soy</i>	<i>médico</i> <i>profesor</i> <i>abogado</i>
	<i>italiano</i> <i>francés</i>
	<i>su hermano</i>

d) Assessment or appraisal

<i>El pan es</i>	<i>delicioso</i>
<i>El diccionario es</i>	<i>bueno</i>
<i>La camisa es</i>	<i>nueva</i>

e) Temporary state

<i>El pan está</i>	<i>mohoso</i>
<i>El diccionario está</i>	<i>mojado</i>
<i>La camisa está</i>	<i>sucia</i>

f) Locative

<i>Mi casa está</i>	<i>en Madrid</i>
<i>Los niños están</i>	<i>en el colegio</i>
<i>María está</i>	<i>con sus padres</i>

g) Possession

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<i>El libro es</i>	<i>nuestro</i> <i>vuestro</i> <i>de ellos</i>
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There are a few cases that should be taken into account due to the difficulty they show:

<i>estar + adjetivo</i>

<i>ser + adjetivo / nombre</i>

5.3.2. Prepositions *por* and *para*

There are some very frequent uses in which these two prepositions are mistaken. As a rule, we could point out that ***para*** has a meaning of finality, whereas ***por*** is related to cause. As for the tips to distinguish these two prepositions, here there are a few points:

a) Verbal regimes (most verbs require *por*)

<i>Preguntar</i> <i>Esperar</i> <i>Decidirse</i> <i>Empezar</i> <i>Sufrir</i> <i>Ir</i>	<i>por...</i>
<i>Ir</i>	<i>para</i>

b) Locative: through / along

<i>Por</i>	<i>la ventana</i> <i>un lado</i> <i>arriba</i> <i>un camino</i> <i>la calle</i> <i>allí / aquí</i>
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c) Locative: to, into

<i>(irse) para</i>	<i>la cama</i> <i>la calle</i> <i>una pensión</i> <i>allá / acá</i>
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d) On behalf of / due to

<i>por</i>	<i>caridad</i> <i>amor</i> <i>desgracia</i>
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e) Agent

<i>(hecho) por</i>	<i>un hombre</i> <i>los obreros</i>
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	<i>el gobierno</i>
--	--------------------

f) Finality

<i>(hacer) para</i>	<i>aprender leer</i>
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5.3.3. Verbs *pedir* and *preguntar*

This is another couple that are very easily mistaken, even by native speakers or with a different use according to the different areas where Spanish is spoken. The difference between both verbs lies in the type of complement that is added. Notice that both mean *to ask* in English.

<i>pedir</i>	<i>dinero ayuda objetos favores comida o bebida</i>
	que se haga algo (subj.)

<i>preguntar</i>	<i>palabras significados conceptos el nombre y los apellidos la nacionalidad sobre gustos por alguien</i>
	si se hace algo (ind.)

5.3.4. Verbs *saber* and *conocer*

The difference between these two verbs lies in the type of complement following them, as in the former case of *pedir* and *preguntar*, since both are *to know* in English.

<i>saber</i>	<i>hechos hacer algo maneras de qué o quién una historia</i>
	que ocurre algo

<i>conocer</i>	<i>a alguien maneras de una historia</i>
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5.4. Grammar differences

The great problem that must face many foreign students is the use of the subjunctive mood^[4]. In order to give some guidance on its use at a very

elementary level, these are the main usages that students may find during the first years.

a) After certain verbs related to volition, desire, wish, commandments, orders, etc.)

<i>quiero deseo espero tengo ganas de</i>	<i>que</i>	<i>vengas</i>
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If compared with verbs of saying and thought the difference is clearer, since the former ones take indicative, yet subjunctive is required when the main clause is negative:

<i>digo pienso creo</i>	<i>que</i>	<i>vienes</i>
<i>pregunto</i>	<i>si</i>	
<i>no digo no pienso no creo</i>	<i>que</i>	<i>vengas</i>

b) In clauses containing a preposition and the conjunction *que*:

<i>para de sin</i>	<i>que</i>	<i>vengas</i>
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c) In clauses containing *cuando* as for hypothetical cases. The same thing happens with *mientras*.

<i>Cuando vengas,</i>	<i>avísame</i>
<i>Cuando vienes,</i>	<i>siempre hay alguien</i>

d) In relative clauses with a hypothetical value^[5]:

<i>Quien acabe el ejercicio</i>	<i>puede hacer otra cosa</i>
<i>Quien acaba el ejercicio</i>	<i>no hace otra cosa.</i>

As a final note, teachers must take into account that the present tense must be introduced before the imperfect one:

quiero que vengas

quería que vinieras

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[1] With all my gratitude to L. Catrin Jones for her linguistic corrections of this text.

[2] This is equivalent to the Spanish *unidad didáctica*.

[3] Once again we must take into account the kind of students we are working with. As for Portuguese-speaking ones, most of these elements do not pose any problem, since Portuguese and Spanish behave in a very similar way.

[4] From a linguistic point of view indicative is considered to be unmarked [-marked], whereas subjunctive is clearly marked [+marked].

[5] Of course, this should be introduced at rather high levels.