Syllabus (language and level): **SPANISH BEGINNERS**

Text book used (include chapters if only partially used): AMIGOS 1-7

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<th>Week</th>
<th>Communicative objectives</th>
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| 1    | - Saying hello and goodbye  
- Asking and giving information about yourself  
- Learning the alphabet  
- Spelling in Spanish  
- Counting from 0-10 | - Subject pronouns (singular): yo (I), tú/usted (you -formal and informal)  
- Verb in the present tense: llamarse (to be called, 1st and 2nd person singular)  
- Verb in the present tense: ser (to be, 1st person singular)  
- Interrogatives: Que? (What?) | - Greetings  
- Introductions  
- The alphabet  
- Numbers: 0-10  
- Some useful phrases  
- Some class instructions | - Speaking  
- Listening | - Textbook Chapter 1  
- Tutor’s worksheets |
| 2    | - Talking about nationality  
- Talking about languages  
- Talking about professions/jobs (1) | - Possessive adjectives (singular): mi (my), tu (your)  
- A single word preposition: of  
- Conjunctions: y (and), pero (but)  
- Gender (1): (masculine or feminine)  
- Verbs in the present tense (1), 1st and 2nd person singular: hablar (to speak) ser (to be), tener (to have), vivir (to live) and trabajar (to work)  
- Interrogatives: ¿Dónde? (Where?) and ¿De dónde? (Where... from?) | - Countries and nationalities  
- Professions and places of work (1) | - Speaking  
- Listening  
- Reading  
- Writing | - Textbook Chapter 2  
- Tutor’s worksheets |
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<th>Talking about professions/jobs (2)</th>
<th>Gender (2): (masculine or feminine)</th>
<th>Verbs in the present tense (2), 1&lt;sup&gt;st&lt;/sup&gt; and 2&lt;sup&gt;nd&lt;/sup&gt; person singular: hablar (to speak) ser (to be), tener (to have), vivir (to live) and trabajar (to work)</th>
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<td>Introducing a friend</td>
<td>Subject personal pronouns (singular): yo (I), tú (you, singular informal), usted (you singular formal), él (he), ella (she)</td>
<td>Demonstrative pronouns and adjectives: este/a (this), estos/estas (these)</td>
<td>Numbers: 0-100 - Marital status</td>
<td>Speaking - Reading - Writing</td>
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<td>Asking and giving information about your friends (1)</td>
<td>Possessive adjectives: mi (my), tu (your), su (his/her), sus (their)</td>
<td>The three verb conjugations in Spanish: ar/er/ir - Present tense of regular verbs (1), 1&lt;sup&gt;st&lt;/sup&gt;, 2&lt;sup&gt;nd&lt;/sup&gt; and 3&lt;sup&gt;rd&lt;/sup&gt; person singular: hablar (to speak), estudiar (to study), trabajar (to work), llamarse (to be called, also reflexive vb), aprender (to learn), beber (to drink), comer (to eat), vivir</td>
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| 5 | - Asking and giving information about your friends (2)  
- Talking about famous people  
- Talking about age | - Present tense of irregular verbs (1), 1st, 2nd and 3rd person singular: ser (to be), estar (to be) hacer (to do/make), tener (to have)  
- Interrogatives:  
¿Qué? (What?)  
¿Cuántos? (How many?) | - Subject personal pronouns (singular): él (he), ella (she)  
- Possessive adjectives: su (his/her), sus (their)  
- The three verb conjugations in Spanish: ar/er/ir  
- Present tense of regular verbs (2), 1st, 2nd and 3rd person singular: hablar (to speak), estudiar (to study), trabajar (to work), llamarse (to be called, also reflexive vb), aprender (to learn), beber (to drink), comer (to eat), vivir (to live), escribir (to write), abrir (to open)  
- Present tense of some irregular verbs (2), 1st, 2nd and 3rd person singular: ser (to be), estar (to be), hacer (to do/make), tener (to have)  
- Interrogatives:  
¿Qué? (What?)  
¿Cuántos? (How many?) | - Speaking  
- Reading  
- Writing | - Textbook Chapter 3  
- Tutor’s worksheets |
| 6 | Ordering drinks and appetizers | Indefinite articles: un (a/an), una (a/an), unos (some), unas (some) | Food vocabulary - Restaurant vocabulary - Price: Numbers: 0-100 (revision) |
| - Ordering in a restaurant. Asking and saying what there is - Using the formal register of the language | Possessive adjectives: su (his/her), sus (their) | - Speaking - Reading - Listening |
| - Present tense of the regular verb: vivir (to live), 1\(^{\text{st}}\), 2\(^{\text{nd}}\) and 3\(^{\text{rd}}\) person singular | - Textbook Chapter 4 - Tutor’s worksheets |
| - Present tense of the irregular verbs, 1\(^{\text{st}}\), 2\(^{\text{nd}}\) and 3\(^{\text{rd}}\) person singular: querer (to want) and tener (to have) | - The formal form of the present tense (usted, you formal) of the verbs: querer (to want), llamarse (to be called), ser (to be), vivir (to live) and tener (to have) |
| - Some uses of hay (there is/are) | - Negatives | |
| - Interrogatives: ¿Qué? (What?), ¿Cuánto? (How much?) | - Members of the family - Marital status -The family tree |
| 7 | Asking and giving information about your family (1) | Definite articles, singular and plural: el/la (the), los/las (the) | Speaking - Reading - Listening |
| - Learning the family vocabulary | Subject personal pronouns (singular and plural): you (I), tú (you sing informal), usted (you singular formal), el (he), ella (she), nosotros/as (we), vosotros/as (you plural informal), ellos/as (they), ustedes (you plural formal) | - Textbook Chapter 5 - Tutor’s worksheets |
| 8 | - Asking and giving information about your family (2)  
- Explaining a family tree using appropriate grammar  
- Describing people’s physical appearance | - Conjugation of the present tense (all forms), of regular and some irregular verbs (1): ser (to be), llamarse (to be called), vivir (to live), tener (to have)  
- Plural forms  
- Interrogatives: ¿Cómo? (What?), ¿Quién? (Who?), ¿Cuántos/as? (How many?)  
- Qualifying adjectives (1): bonito/a (beautiful), guapo/a (pretty/handsome), inteligente (intelligent),...  
- Agreement of the adjective with the noun in gender and number (El/la chico/a es muy alto/a (The boy/girl is very tall))  
- Present tense (1st, 2nd and 3rd person singular) of verbs (1): ser (to be), tener (to have) and llevar (to take)  
- Plural form  
- Quantifiers (1): muy (very) and bastante (quite)  
- Comparatives (1): más ... que (more... than), menos... que | - Members of the family  
- Marital status  
- The family tree  
- Vocabulary related to physical description  
- Colours | - Speaking  
- Writing  
- Textbook Chapter 5  
- Tutor’s worksheets |
| 9 | -Describing character  
- Describing objects (1) | (less ... than) and tan ... como (as... as)  
- Interrogatives: ¿Cómo? (What?)  
- Qualifying adjectives (2): bonito/a (beautiful), guapo/a (pretty/handsome), inteligente (intelligent),...  
- Quantifiers (2): muy (very) and bastante (quite)  
- Comparatives (2): más ... que (more... than), menos... que (less ... than) and tan ... como (as... as)  
- Interrogatives: ¿Cómo? (What?) | -Class test (30 minutes maximum)  
- Qualifying adjectives (2): bonito/a (beautiful), guapo/a (pretty/handsome), inteligente (intelligent),...  
- Quantifiers (2): muy (very) and bastante (quite)  
- Comparatives (2): más ... que (more... than), menos... que (less ... than) and tan ... como (as... as)  
- Interrogatives: ¿Cómo? (What?) | -Speaking  
-Reading  
-Writing | - Textbook Chapter 6  
-Tutor’s worksheets |
|---|---|---|---|---|
| 10 | -Describing objects (2)  
- Describing a location  
- Asking and answer: ¿De dónde eres? (Where do you come from?), ¿Dónde estás? (Where is it situated?)  
- Talking about the geographical situation of a location  
- Talking about the number of ... | - Superlatives: Madrid es la ciudad más grande de España (Madrid is the biggest city of Spain)  
- The contrast between: ser (to be) and estar (to be in place)  
- Differentiation between: está en el (it is in) and está al (it is to the)  
- Prepositions cerca (near) and far (lejos)  
- Interrogatives: ¿Dónde? (Where?), ¿Cuál? (What/Which?), ¿Qué? (What?),... | - Numbers from 100  
- Geographical points: norte (North), sur (South), este (East), oeste (West) | - Speaking  
- Reading  
- Listening | - Textbook Chapter 6  
- Textbook Chapter 7  
-Tutor’s worksheets |
| inhabitants of a city/town/village - Counting from 100 | ¿Cuántos/as? (How many?) |  |  |  |