

# DELE CONTENT BY LEVELS

## SPANISH DIPLOMAS



Isabella & Ferdinand® Academia de Español™ is a non-profit Spanish language academy dedicated to teaching Spanish through cultural experiences. With physical locations in Washington, D.C. and a virtual presence online, our program offers comprehensive language education.

Isabella & Ferdinand Academia de Español is a 501(c)(3) dedicated to teaching students of all ages and is accredited by the Instituto Cervantes in Madrid, Spain.



## A Spanish journey with High Education Standards

Certified by the Accredited Examination Center for the Diplomas in Spanish as a Foreign Language (DELE) and Instituto Cervantes.

Isabella & Ferdinand Academia de Español, a respected Spanish language learning program for children based in Washington, D.C., has gained accreditation by Instituto Cervantes, established by the government of Spain in 1991 as the global authority on the teaching of Spanish linguistic standards.

Isabella & Ferdinand will be the only Spanish language learning center currently accredited by the Instituto Cervantes in the nation's capital. Pursuant to the new accreditation from Instituto Cervantes, Isabella & Ferdinand is now fully authorized to administer and prepare students in grades 5-12 to take the "Diploma de Español como Lengua Extranjera" (DELE or Diploma for Spanish as Foreign Language in English), an international examination that measures a student's language aptitude in Spanish.

Isabella & Ferdinand will administer the DELE examination at Horace Mann Elementary School where it has established a teaching residency, as well as Washington Global Public Charter School.

### Isabella & Ferdinand Learning Gems™

Isabella & Ferdinand's curriculum is based on the linguistic standards of the American Council on the Teaching of Foreign Languages (ACTFL) and the Instituto Cervantes in Madrid, two of the most respected authorities on teaching the Spanish language. We seek to ensure that children master correct pronunciation and verb tense usage, learn a broad set of vocabulary and become conversational as soon as possible.

We teach children the best, most proper standard of Spanish, free of "Spanglish" or slang. Children are taught a universal Spanish – ensuring they will be understood as well in Madrid as in Mexico City.

Furthermore, **our original Isabella & Ferdinand Learning Gems™ teaching system** incorporates best practices for teaching children of all learning styles foreign language, incorporating varied activities geared towards increasing comprehension and conversational ability. Children are taught the fundamentals of Spanish by qualified teachers who are all native-speakers of the language and are passionate about teaching children.



## What is DELE?

DELE Spanish Diplomas are official, internationally recognized titles that certify the holder's degree of fluency in Spanish. The only way to earn a DELE Spanish Diploma is by taking a DELE exam.

## Who organizes the exam?

DELE exams are organized by the Instituto Cervantes and the Spanish government, through the Ministry of Education, Culture and Sport.

## Who organizes the exam?

The Universidad de Salamanca in Spain corrects DELE exams.

## Who can take the exam?

Since 2015, any person who wishes to register for a DELE exam is eligible to do so, regardless of their nationality or country of origin.

## How many levels are there?



## How many parts does the exam?

The DELE exam tests are divided into different groups, depending on the level. Each test includes various tasks, and encompass the following skill sets:

1. Reading comprehension
2. Written expression and interaction
3. Listening comprehension
4. Oral expression and interaction





live out people  
who work

$3+7=10$   
 $5+6=11$   
 $3+3=6$

read to someone

be here old  
paper

help get and good  
take up Catch

LEVEL A2

ELEMENTARY





## Level A2

According to the Common European Framework of Reference for Languages, the A2 level user is capable of understanding frequently used phrases and expressions related to topics especially relevant to them, such as information about themselves and their family, shopping, restaurants, professions, and places. They can communicate to carry out simple and everyday tasks that require straightforward information exchanges. The A2 level user can describe aspects of their past and their environment, as well as issues related to their immediate needs.

Specific objectives for skills and/or communicative activities: Through activities presented in different contexts (personal, public, professional, and educational), students are guided to acquire communicative competence appropriate for their level (both orally and in writing) to:

- Interact in everyday activities through direct information exchange.
- Describe their personal life and the lives of those around them, their living conditions, their work, etc.
- Describe experiences and events in the past in a simple manner.
- Understand everything related to topics of personal interest.
- Grasp the main idea of simple texts and messages.
- Understand written texts and find specific and predictable information.
- Write short texts related to their personal sphere.
- Write personal letters pertaining to their immediate needs.



## Level A2 -

# FUNCTIONAL CONTENT: PRAGMATIC COMPONENT

### General Information

- Comparing places, situations, and actions.
- Referring to habitual actions and situations or those of the present moment.
- Referring to actions and situations in the past (Present Perfect).
- Referring to plans and projects.
- Expressing intentions.
- Referring to the weather.
- Predicting the weather.

### Opinions

- Knowledge and certainty level.
- Expressing and asking about the degree of (un)certainty.

### Feelings, desires, and preferences

- Expressing moods and asking about physical sensations and pain.
- Making suggestions, invitations, and giving instructions.
- Suggesting activities and reacting to suggestions.
- Asking others to do something.
- Offering and asking for help, accepting it, and refusing it.

### Requests

- Asking for something at a public establishment.
- Asking about the price of a piece of clothing:

### Social uses of language

- Greeting and saying goodbye
- Introducing someone and reacting to being introduced
- Congratulating and thanking

### Control of oral communication

- Reacting to information with emotions.
- Inviting, offering, accepting, or rejecting.
- Apologizing for invitations or delays.
- Answering and making phone calls.
- Requesting information over the phone.



## Level A2 - GRAMMATICAL CONTENT: LINGUISTIC COMPONENT

(GRAMMATICAL, LEXICAL, AND PHONETIC)

### Pronunciation

- Intonation
- Accent and rhythm
- Hiatus and diphthong

### Nouns

### Article

### Adjective

- Descriptive adjective
- Most common superlatives
- General rules for adjective placement
- Shortened forms

### Personal pronoun

- In direct object function

### Demonstratives

### Possessives

- Preceding possessives
- Following possessives

### Indefinite and quantitative pronouns

- Some/none
- Double negation constructions

### Interrogatives

### Numerals

### Uses of "ser" and "estar"

- Use of "ser/estar" + descriptive adjective
- Use of "estar" + "de" + noun
- Use of "estar" + participle Use of "estar" for location (In the city)

### Verb tenses

- Expression of habitual actions
- Present tense with future meaning
- Present perfect of most common regular and irregular verbs: morphology and usage
- Impersonal verbs: rain, be cold/hot...
- Non-personal forms
- Morphology and usage of the gerund in periphrasis (estar + gerund)
- Constructions with verbs like gustar, parecer + que... and doler
- Verbal periphrases: tener que + infinitive, ir a + infinitive, pensar + infinitive, empezar a + infinitive (seen in A1 within classroom language for giving instructions)

### Adverbs and adverbial phrases:

- Quantity, affirmation, negation, manner...





## Level A2 - GRAMMATICAL CONTENT: LINGUISTIC COMPONENT

(GRAMMATICAL, LEXICAL, AND PHONETIC)

### Prepositions and prepositional phrases

- Prepositional constructions with clitic pronouns

### Temporal references

- Indicators of habitualness and frequency (never, sometimes, every day...)
- Indicators of past, present, and future
- Indicators of anteriority and posteriority with respect to the present (before, after...)
- Habits and frequency

### Sentence constructions

- Declarative sentences
- Direct interrogatives
- Exclamatory and imperative sentences. Uses of the most common interjections
- Comparatives with frequently used particles. Comparatives of equality
- Subordinate clauses
- Subordinate clauses with the verb in indicative or infinitive form (I think that, I believe that...)
- Causal adverbial clauses with the verb in indicative and introduced by the most common conjunctions

### Spatial references

- Indicators of spatial location with respect to a city, a country...

### Concordance





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## SPANISH LANGUAGE PROGRAM

If you are interested or have any questions, we invite you to contact Isabella & Ferdinand® Academia de Español™.

Isabella & Ferdinand® Academia de Español™

[www.isabellaandferdinand.org](http://www.isabellaandferdinand.org)

