

# 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



LEVEL A1

**BEGINNER**



## Level A1

According to the Common European Framework of Reference for Languages (CEFR), a student at level A1 (beginner) is capable of understanding and using everyday expressions. They use simple phrases to express immediate needs. A student at level A1 (beginner) can introduce themselves and others, ask and provide personal information about their address, their surroundings, and the people they know.

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 to their level (both orally and in writing) to:

- Express themselves with simple and isolated phrases related to people and places
- Describe people and objects, daily activities, etc.
- Talk about oneself and one's environment
- Respond and react to everyday questions and situations
- Write simple sentences and clauses using simple connectors
- Understand, interpret, and extract information from speeches, phrases, and expressions in areas of immediate priority (information, shopping, instructions, etc.).



## Level A1 -

### FUNCTIONAL CONTENT: PRAGMATIC COMPONENT

#### General Information

- Identifying people, places, and objects
- Describing people, places, objects, and states
- Comparing people, objects, places, situations, and actions
- Expressing reasons for studying Spanish
- Referring to habitual or present moment actions

#### Opinions

- Expressing and asking for opinions about someone or something
- Expressing and asking for agreement and disagreement
- Confirming and denying external information (Isn't it true? Do you believe?)

#### Feelings, desires, and preferences

- Expressing and asking about likes and dislikes
- Expressing and asking about satisfaction and desire
- Expressing and asking about preferences
- Expressing and asking about desires and needs.

#### Knowledge and degree of certainty

- Expressing knowledge and ignorance

#### Requests

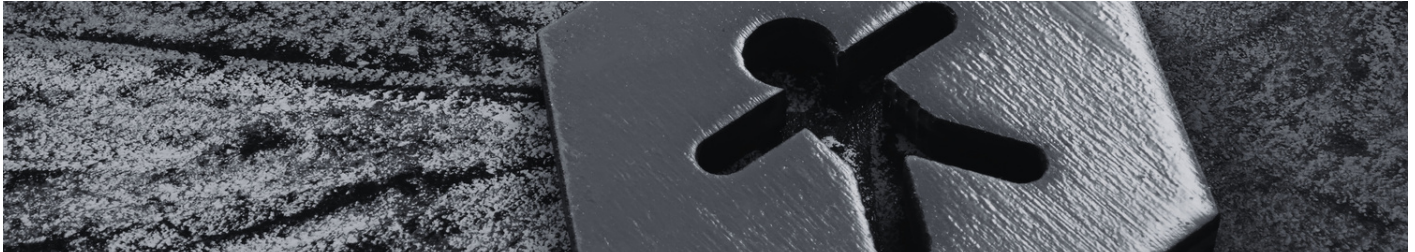
- Asking for something in a public establishment
- Inquiring about the price of an object

#### Social uses of language

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

#### Control of oral communication

- Indicating that something is not understood
- Requesting the repetition of what was said
- Verifying that what was said has been understood
- Spelling and requesting something to be spelled
- Asking for something to be written down
- Asking about a word or expression that is not known or has been forgotten
- Asking someone to speak more slowly or louder.



## Level A1 -

# GRAMMATICAL CONTENT: LINGUISTIC COMPONENT

(GRAMMATICAL, LEXICAL, AND PHONETIC)

### Alphabet

- Pronunciation
- Intonation: realization of intonational patterns (declarative, negative, and interrogative)
- Stress and rhythm. Syllable division
- Differentiation and use of uppercase and lowercase letters
- Recognition and transcription of the main punctuation marks.

### Nouns

- Gender: rules for gender differentiation by ending. Most frequent special cases. Gender of nouns referring to people (profession, kinship, etc.)
- Number: formation of plurals

### Article

- Morphology. Contraction
- General uses of definite and indefinite articles
- Presence and absence: general rules.
- Most frequent special cases: in titles; with temporal markers; with *hay/ está*

### Adjective

- Descriptive adjective
- Demonstratives
- Gender and number.
- Comparatives of superiority and inferiority

### Personal Pronoun

- Stressed and unstressed forms
- As subject and as direct object: presence, absence, and placement.
- Indication and recognition as a direct object

### Demonstratives

- Morphology and use to identify, point out, and discriminate

### Possessives

- Stressed and unstressed forms
- General uses: identification, ownership relationships
- Article/possessive alternation

### Indefinite and Quantitative Pronouns

- Morphology and use of the most frequent ones
- Apocopated forms
- Oppositions *algo/nada*

### Interrogatives

- Morphology and use of direct interrogative
- Use of most frequent interrogative particles: *qué/cuál/quién...*



## Level A1 - GRAMMATICAL CONTENT: LINGUISTIC COMPONENT

(GRAMMATICAL, LEXICAL, AND PHONETIC)

### Numerals

- Formation and agreement of the most frequent ordinal and cardinal numbers
- Most frequent weights and measures
- Millions, only indication and recognition

### Uses of ser and estar

- Use of ser + to identify. Ser + noun
- Use of ser + adjective to refer to nationality, profession, place of origin, kinship, ideology, material
- Use of ser to express time and to refer to time
- Use of estar + adverbs of manner
- Use of estar for the location of objects and people
- Contrast ser/tener/llevar in descriptions
- Hay/está

### Verb Tenses

- Present indicative of the most frequent regular and irregular verbs. Use of the present as imperative.
- Most frequent reflexive verbs (llamarse, dedicarse...)
- Verbs gustar and parecer
- Introduction of verbal periphrases of infinitive: tener que, ir a, querer, poder, necesitar...

### Adverbs

- Quantity, affirmation, negation, manner, time, and place

### Prepositions and Prepositional Phrases

- Temporal references
- Spatial references

### Sentence Constructions

- Declarative sentences (affirmative and negative)
- Direct interrogative sentences
- Coordinated sentences with the most frequent conjunctions
- Comparative sentences of inferiority and superiority with frequent particles
- Adjective clauses with the verb in the indicative, introduced by the most frequent relative pronouns (que, donde...)
- Causal and final sentences (because, for + infinitive...)

### Most Used Abbreviations

- Addresses (Mr., Mrs., St., No....)
- Ordinal Numbers
- Treatment Forms





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ACADEMIA DE ESPAÑOL™

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Horace Mann ES 4430 Newark Street  
NW Washington, D.C. 20016  
La Cosecha | @Union Market

@isabellaandferdinand  
info@isabellaandferdinand.com  
www.isabellaandferdinand.com

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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™.

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

