

SPANISH

JUNIOR CERTIFICATE SYLLABUS

## PREAMBLE

This is a communicative syllabus organised around the needs, expectations and interests which pupils bring to the foreign language classroom.

The adolescent learner in the Irish context seldom needs to use the target language in an authentic exchange with a native speaker. His or her real needs centre around using and understanding the target language as a means of communication and instruction in the classroom. However, a pupil brings to the classroom a reasonable expectation that his or her language learning will equip him or her to cope in a country where the language is native. The learner can also reasonably expect that the language-learning process will draw upon themes and activities that are of interest to him or her.

The syllabus is to be seen as a teaching syllabus, a statement of the minimum content of themes and communicative tasks which should have been covered by pupils at Junior Certificate level.

The items listed under the heading 'SOME EXPONENTS' exemplify some of the language items which might be used in carrying out a given communicative task. This small selection of exponents is intended as a guide. The teacher may use them or offer the pupils other words and phrases. It is not necessary for a pupil to have mastered all the listed exponents: he or she should, however, be able to carry out all the communicative tasks, at least at a simple level.

The list of exponents is not a prescriptive list for setters of the Junior Certificate Examination. The aim of the examinations will be to test communicative competence in respect of the themes and tasks: these are not restricted to the list of exponents that appears in the syllabus.

### **Ordinary and Higher Level Assessment**

The syllabus aims to cater for the entire ability range of pupils. Assessment will be at two levels, Ordinary and Higher. While the syllabus is the same for both levels, the communicative tasks will be carried out through language use of varying degrees of complexity. All pupils will be expected to execute the same tasks, although Ordinary Level examination candidates may do so in a simpler way.

## GENERAL AIMS

### 1. General educational aims

The general educational aims of the Junior Certificate programme in French, German, Italian and Spanish are:

- (a) to contribute to pupils' awareness of language as a system of communication;
- (b) to give pupils an awareness of another culture, and thus a more objective perspective on aspects of their own culture;
- (c) to contribute to the development in pupils of the capacity to engage in fruitful transactions and interactions with others;
- (d) through (a), (b) and (c), to contribute to pupils' overall personal and social development;
- (e) to give pupils the possibility of access to sources of information, cultural enrichment and entertainment in the target language;
- (f) to encourage and equip pupils to consider participating in social and cultural activities which may involve some use of the target language;
- (g) to make it possible for pupils to consider taking up job and further education/training opportunities which may involve some use of the target language;
- (h) to give pupils the kind of language learning experience that will encourage and facilitate their learning further languages in later life;
- (i) through (e), (f), (g) and (h), to enlarge pupils' work, further education and leisure options.

### 2. General communicative aims

The general communicative aims of the Junior Certificate programme in French, German, Italian and Spanish are:

- (a) to enable pupils to cope with the normal classroom use of the target language;

- (b) to equip pupils with a competence in the target language which would enable them to provide themselves with basic necessities, to avoid misdemeanours and/or serious embarrassment, and to engage in some degree of social interaction in a country/situation where only the target language was in use;
- (c) to furnish pupils with linguistic skills which will make it possible for them to pursue at least some aspects of their general interests through the medium of the target language;
- (d) through (a), (b) and (c) and otherwise, to ensure that pupils' competence in the target language such as to be conducive to the fulfilment of the general educational aims specified above.

## BEHAVIOURAL OBJECTIVES

### Introduction

The behavioural objectives of the syllabus are basically those communicative tasks which the learner should be able to perform in order for the general aims set out above to be met. It should be noted that any given communicative task can be effectively carried out in a variety of ways, using language of varying complexity. Accordingly, pupils from a wide spectrum of the ability range should be able to complete these tasks successfully and thus steadily gain rather than lose confidence in using the target language.

As far as possible the tasks specified are neutral as between what is appropriate behaviour for an adolescent and what is appropriate for an adult. The reason for this is that the aims of the syllabus are not narrowly focussed on pupils' current situation, but attempt to address continuing and future demands pupils may make on their competence in target language.

Care has also been taken to ensure that there is a balance between objectives which relate to such activities as information-getting and shopping (transactional, i.e. message-oriented) and those which have to do with the initiation and maintenance of social contact (interactional, i.e. listener-oriented). This balance of transactional and interactional relates to the fact that the syllabus aims to facilitate the development of skills which will permit the pupil to some extent to socialize through the medium of the target language as well as to use the language for strictly utilitarian purposes.

If not all of the tasks specified here are equally plausible as instances of natural foreign language use, it is because the constraints imposed by the limited channels available for teaching and testing purposes necessitate the inclusion of tasks which are "related to" or "prerequisite for" authentic language use. For

example, a listening comprehension task in which the learner answers questions in his/her mother tongue about information gleaned from a piece of discourse in the target language is somewhat improbable as a "real life" application of competence in the target language as a foreign language. However, it is related to more authentic tasks - for instance, telling someone who does not understand the target language what is being said by a native-speaker of that language or what is going on in a film or television programme in the language. More-over, the performance of such a task depends on a process (decoding spoken language) which cannot be tested directly and which has to be mastered in order for any kind of natural communication to take place.

#### Tasks, activities and exponents

The communicative tasks which follow are divided into two broad categories, those which involve only receptive use of the target language (R1-R2) and those which involve some productive use of the target language (P1-P20). The language needed for the performance of tasks specified under the latter heading will also be expected to be accessible to pupils' receptive skills. The converse does not hold, however. That is to say, pupils will not be required to deploy productively language exclusively associated with tasks designated as receptive.

Within the two above-mentioned categories tasks are grouped under headings which point to general activities and themes to which such tasks might relate. This arrangement is for ease of reference and is not intended to suggest that there is necessarily anything hard and fast about the relationship between a specific task and a given general activity or theme.

For each group of communicative tasks involving productive use of the target language a small selection of linguistic exponents is indicated. Once again it should be noted that these items are included merely to provide a few immediate reference points for the syllabus user, and are not intended as any kind of definitive statement about the linguistic knowledge a learner would need in order to perform particular productive tasks.

**TASKS INVOLVING ONLY RECEPTIVE USE OF SPANISH**

(Cf. first paragraph of section headed  
Tasks, activities and exponents)

- R1 GENERAL ACTIVITY/THEME: Listening for information
- COMMUNICATIVE TASKS:
- Understanding the main elements of the kinds of announcements you are likely to hear at bus stations, railway stations, ferry terminals, airports, hotels and larger shops
  - Understanding the main elements of (simplified) news bulletins
  - Understanding the main elements of conversations and telephone messages which involve the performance of tasks detailed in P1 - P16 and P19
  - Giving spoken or written answers in English or Irish, or non-verbal answers, to questions in English or Irish about the main elements of announcements, news bulletins, conversations and telephone messages such as those described above
- R2 GENERAL ACTIVITY/THEME: Reading for information
- COMMUNICATIVE TASKS:
- Understanding the main elements of the kinds of warning and information signs and notices you are likely to encounter on the road, in the streets of a town or village, and in bus stations, railway stations, ferry terminals, airports, hotels, hostels and shops
  - Understanding the main elements of a menu
  - Understanding the main elements of (authentic) pictorial advertisements
  - Understanding the main elements of short (authentic) newspaper/magazine reports appropriate to the age group
  - Understanding the main elements of letters, forms, curricula vitae and transcriptions of conversations which involve the performance of tasks detailed in P1-P20

Giving a spoken or written summary in English or Irish of the main elements of signs, notices, advertisements, reports, letters and transcriptions such as those described above

Giving spoken or written answers in English or Irish, or non-verbal answers, to questions in English or Irish about the main elements of signs, notices, advertisements, reports, letters and transcriptions such as those described above

P1 GENERAL ACTIVITY/THEME:

Meeting and getting to know people

COMMUNICATIVE TASKS:

Saying hello  
Asking someone his/her name  
Giving your own name  
Asking someone his/her age  
Giving your own age  
Asking someone where he/she

SOME EXPONENTS:

- hola buenos días/buenas tardes/  
noches
- ¿qué tal?
- ¿cómo + estar?
- ¿cómo + llamarse?
- ¿cuántos años + tener?
- tener + number + años
- ¿de dónde + ser?
- presentar/presentarse
- ¿de quién + ser?
- hasta luego/adiós

P2 GENERAL ACTIVITY/THEME:

Engaging in and talking about  
leisure pursuits

COMMUNICATIVE TASKS:

Asking someone what he/she would  
like to do  
Saying what you would like to do  
Suggesting doing something  
Agreeing to/rejecting a suggestion  
Inviting someone to something  
Responding to an invitation  
Asking people about their free time  
activities  
Asking why/why not  
Describing your own free time  
activities

SOME EXPONENTS:

- ¿qué + querer + hacer?
- querer + INFINITIVE
- use of 1st person plural of IR  
for suggestions, e.g. vamos al  
cine; vamos a + INFINITIVE
- de acuerdo
- pasar el día/la tarde/la noche
- ¿cuánto tiempo + durar?
- durar + NUMBER + minutos/horas
- gustar + hacer  
e.g. hacer deportes  
jugar al fútbol  
ver la tele(visión)  
escuchar la música pop  
ir a la discoteca

- parecer + NOUN  
e.g. ¿qué te parece...?  
bien/regular/interesante/  
estupendo/aburrido  
la novela/el artículo/  
la revista/el video/  
el programa/la película
- estar + de acuerdo
- no estar + de acuerdo

P3 GENERAL ACTIVITY/THEME:

Making Plans

COMMUNICATIVE TASKS:

Asking someone about his/her weekend or holiday plans  
Saying what you intend to do at the weekend or during the holidays  
Arranging a meeting with someone

SOME EXPONENTS:

- poder + INFINITIVE  
e.g. podríamos ir a la playa o al campo
- ¿qué es lo que + ir a + hacer?  
este fin de semana/durante las vacaciones
- que + gustar + más + NOUN PHRASE
- que + preferir + INFINITIVE  
e.g. ¿qué prefieres, hacer deportes o ir al cine?
- ir + INFINITIVE
- ¿qué es lo que + esperar/querer/gustar?  
(CONDITIONAL) + hacer en la vida
- esperar/querer/gustar  
(CONDITIONAL)  
ser + NOUN/hacerse + NOUN/  
dedicarse a/al/a la + NOUN  
trabajar en + NOUN
- ¿dónde?
- ¿cuándo?
- ¿a qué hora?
- encontrarse con
- DAYS OF THE WEEK
- el + NUMBER + de + MONTH
- a + NUMBER  
de la madrugada/mañana/tarde/  
noche
- a + NUMBER + y/menos/+ cuarto/  
media

- P4 GENERAL ACTIVITY/THEME: Visiting/Staying in a Spanish (speaking) home
- COMMUNICATIVE TASKS: Expressing appreciation  
Saying please  
Saying thank you  
Offering to help  
Asking for help  
Asking for things  
Asking what/which to take/use etc.  
Requesting permission  
Expressing satisfaction and dissatisfaction  
Asking for information about household routine
- SOME EXPONENTS: - mostrar cortesía  
- por favor/gracias  
- poder + ayudar + le/te  
(Ej. ¿ Puedo ayudarle?  
¿ Me puede/me puedes ayudar?)  
poder pasar (Ej. ¿ Puedes pasarme la sal por favor?)  
¿Cuál?  
- estar (+ muy) + contento (feliz)
- P5 GENERAL ACTIVITY/THEME: Talking about your own family and home
- COMMUNICATIVE TASKS: Saying how many brothers and sisters you have  
Saying what your parents do  
Saying what members of your family look like  
Saying whereabouts you live  
Describing your locality  
Describing the house or flat you live in  
Saying where things are at home  
Saying what you usually do at home
- SOME EXPONENTS: - tener + número + hermano(s)  
- Mamá, Papá trabaja en/como/hace  
- mi mamá/mi papá es/hace  
- está sin empleo/trabajo  
- ser + pequeño/grande/rubio/moreno  
- tener + el pelo negro/los ojos azules etc.

- no + es + muy + Adjective
- vivir en + nombre del pueblo etc.
- vivir en el sur/norte/este/oeste
- vivir en + nombre de la ciudad/  
urbanización/pueblo
- es una gran ciudad, una ciudad  
pequeña etc./un pueblecito,  
pueblo/está en el campo  
casa/piso, apartamento/chaler  
pequeño/grande
- tener + número + cuartos
- estar en/delante de/detrás de/  
enfrente de/cerca de etc.
- en casa
- levantarse/comer/ver la tele/  
acostarse
- a la/las + clock time

P6 GENERAL ACTIVITY/THEME:

Talking about animals

COMMUNICATIVE TASKS:

Asking about pets. Saying if you  
have pets and if so what it is  
Naming some farm animals  
Saying you like/dislike certain  
animals  
Naming some foods that animals eat

SOME EXPONENTS:

- tener/gustarle/encantarle
- animales domésticos - perro,  
gato, conejo, vaca,  
caballo, oveja, etc.
- no + gustar
- tenerle manía a
- preferir
- comer carne, pescado, ensalada,  
verduras

P7 GENERAL ACTIVITY/THEME:

Talking about the weather

COMMUNICATIVE TASK:

Describing the weather saying what  
you do when the weather is good and  
bad

SOME EXPONENTS:

- Impersonal - hace muy buen  
tiempo/mal tiempo/calor/  
frío/viento.....
- Impersonal llueve .....
- cuando hace calor + VERB ...

P8 GENERAL ACTIVITY/THEME:

Talking about things you have done, things that have happened, and the way things were

COMMUNICATIVE TASKS:

Saying what you did or did not do yesterday, last week, last month, last year, at the weekend, during the holidays etc.

Asking what happened

Saying what happened

Describing what things were like

SOME EXPONENTS:

- PERFECT TENSE OF VERBS -

- hoy, este fin de semana, estas vacaciones etc.

- Pasar .....

- PRETERITE OF VERBS - Anoche, la semana pasada, ayer etc.

- ¿Qué + Pasar ....?

- IMPERFECT OF VERBS

- Cuando + clause e.g. Cuando era niño.....

P9 GENERAL ACTIVITY/THEME:

Talking about school and

communicating in the classroom.

Saying what happens and when during a normal school day. Giving your opinion about various school subjects.

Saying how good or bad you are at particular subjects.

Asking for help/explanations/information

Asking how to say something in the target language

Asking what something means in English/Irish

Asking someone to repeat or rephrase something

Asking someone to say something more slowly

Saying that you do not understand something

Asking for a dictionary

Suggesting things to do

Discussing the pros and cons of a suggestion

Saying who is absent and why  
Apologising for lateness or unacceptable behaviour  
Explaining why you were late or why you did something  
Explaining why you did not do your homework  
In group or pair work, sorting out with classmate(s) who is to do what (with whom) when  
Beginning an activity  
Commenting on own and others' performance  
Changing/ending an activity  
Asking to be tested

SOME EXPONENTS:

- a la/las + CLOCK TIME
- levantarse
- ir a pie/en bicicleta
- coger el autobus/el tren
- asignaturas, clases, recreo, etc.
- empezar a
- terminar de
- INDIRECT OBJECT PRONOUN + gustar/  
subject  
No. + INDIRECT OBJECT  
PRONOUN + gustar le + SUBJECT
- SER (+ bastante/muy/demasiado)  
fácil/difícil
- INDIRECT OBJECT PRONOUN +  
interesar/aburrir
- SER mejor/peor en + NAME OF  
SUBJECT
- Se me da muy bien el español
- Se me dan muy bien las ciencias
- ¿Vd puede ayudarme/explicarme/  
decirme? or ¿Me puede ayudar/  
explicar/decir?
- ¿Cómo se dice en español?
- ¿Qué significa/quiere decir.....  
en inglés?
- Repita
- Puede vd. explicármelo más  
sencillamente
- Hable un poco más despacio
- No entiendo .....
- Puede vd darme un diccionario,  
por favor
- se puede + INFINITIVE
- Creo que es una buena/mala idea,  
porque.....
- ..... no está porque.....
- enfermo, al dentista, en la  
piscina
- sentir lo .....

- haber llegado tarde, hecho una bobada/tontería
- haber llegado tarde/haber hecho esto/dicho esto, porque.....
- No he hecho los deberes, porque...
- ¿quién, a quién, con quién?
- empezar a
- ser el primero, el segundo etc. en empezar a/hablar/seguir.....
- estaba (muy) bien/no estaba tan malo/tan bueno etc
- No, eso no se dice, se dice.....
- Cambiar (de)
- Terminar/acabar de
- Puede vd darme un ejemplo

P10 GENERAL ACTIVITY/THEME: Travelling

COMMUNICATIVE TASKS:

Buying a ticket  
Inquiring about departure/arrival times  
Checking the destination of a particular bus/train/boat/plane  
Ask how long a particular journey takes  
Inquiring about position of airport/station etc., and parts of airport/station etc.

SOME EXPONENTS:

- (Quiero) un billete/de ida/solo/sencillo de ida y vuelta para.....
- La llegada/la salida  
¿A qué hora sale/llega el tren/el autobús/el coche/el avión?  
(de/para....)?  
¿Es (éste) el tren/el autobús/el coche/el avión para ....?
- la vuelta, el viaje,
- ir (en tren), viajar, salir (de) llegar a, a entrar (en)
- primera clase, segunda clase
- ¿Cuánto tiempo?/¿Cuántas horas? para ir/hacer...
- ¿Por dónde se va/Dónde está?  
¿hay (a) una/la estación, el/un/al aeropuerto.....?  
¿Oiga, dónde está(n)?....  
el horario
- objetos perdidos  
los servicios  
el andén número...
- la vía número....

- P11 GENERAL ACTIVITY/THEME: Coping with not feeling well or a minor accident
- COMMUNICATIVE TASKS: Say you feel ill  
Saying something hurts  
Asking if there is a hospital/  
doctor/pharmacy nearby  
Asking when you can see the doctor  
Talking about your general  
condition and symptoms  
Buying medicine and medical  
supplies  
Mentioning improvement
- SOME EXPONENTS: No estar/encontrarse/sentirse bien  
Me duele(n) + part of body  
Tener dolor de + part of body  
¿Hay un médico/un hospital/  
una farmacia cerca/ por aquí cerca?  
- ¿Cuándo/a qué hora hay consulta?  
tener (mucho) calor/frío/sueño  
un resfriado/catarro  
- resfriarse  
- toser  
- part of body + estar roto/rota  
romperse + part of body  
- una receta  
- medicina, pastillas, vendaje,  
jarabe, tiritas,  
- recuperarse, sentirse mejor,  
mejorarse
- P12 GENERAL ACTIVITY/THEME: Finding out and telling people the time, the day, the date
- COMMUNICATIVE TASKS: Asking what time it is/was  
Saying what time it is/was  
Asking what day it is  
Saying what day it is  
Asking what the date is  
Saying what the date is  
Saying when in the day
- SOME EXPONENTS: ¿Qué hora es/era?  
Es/era/son - la eran la/las +  
number  
y/menos cuarto/media  
- de la madrugada/mañana/tarde/  
noche  
¿Qué día es? ¿A cuántos  
estamos?  
Es + Day  
¿Qué fecha es (hoy)?  
Es el + Number + de (+ Month)  
- por la mañana/tarde/noche
- P13 GENERAL ACTIVITY/THEME: Finding your way and helping other people to find their way

COMMUNICATIVE TASKS:

Attracting attention  
Asking for directions  
Giving directions  
Asking how far away something is  
Saying how far away something is

SOME EXPONENTS:

- Señor/Señora  
  Señorita
- me hace el favor de decirme
- ¿dónde está.....por favor?
- ¿hay.....por aquí?
- ¿para ir al/a la.....por favor?
- tomar, torcer, doblar, seguir,  
  ir, cruzar, bajar, subir
- a la derecha, a la izquierda,  
  todo recto
- la primera, la segunda etc
- la cocina, el cuarto de baño, la  
  habitación, el cine, la piscina,  
  la iglesia, el mercado, la  
  comisaría, etc.
- ¿está lejos? ¿queda cerca/lejos?
- no + estar + (muy) lejos  
  ¿A más o menos?
- a casi + NUMBER + Kilometros

P14 GENERAL ACTIVITY/THEME:

Eating and drinking and talking  
about food and drink

COMMUNICATIVE TASKS:

Beginning a meal  
Offering (more) food or drink to  
someone  
Accepting (more) food or drink from  
someone  
Declining (more) food or drink  
Asking for something to be passed  
to you  
Asking what something is  
Asking how you eat something  
In a cafe or restaurant attracting  
the attention of the waiter/  
waitress  
Asking for the menu  
Ordering something to eat and/  
or drink  
Asking for the bill/how much it  
costs  
Paying  
Asking for information about cafes  
and restaurants  
Giving information about cafes and  
restaurants  
Commenting on food and drink  
Saying what you like to eat and  
drink  
Saying you are hungry or thirsty

SOME EXPONENTS

- ¿Hay un restaurante/una cafetería/un bar, por aquí?
- El plato del día es ...
- La especialidad de la casa...
- ¿Que aproveche!
- ¿Quiere vd, quieres?
- ¿un poco más de.....?
- de nuevo, otra vez
- por favor
- no gracias
- poder + pasar (puedes pasarme el vino, por favor?)
- ¿como se come esto?
- ¿camarero! traigame
- la carta (el menú) por favor
- quiero, querría, quisiera.....
- café (con leche), té (con leche), chocolate, zumo de fruta, etc.
- un sandwich, una tortilla, tapas, paella, patatas fritas, un perro caliente, una hamburguesa
- la cuenta, por favor
- están incluidos los impuestos
- ¿tenga!
- tener hambre/sed/ganas de comer.....
- dar una propina/dejar propina

P15 GENERAL ACTIVITY/THEME:

Shopping (list of shops)

COMMUNICATIVE TASKS:

- Asking if a shop has the commodity or item of clothing you require
- Asking for the food, snack, gift, card, stamp, garment, etc. you want
- Identifying the particular item you want
- Saying what size you need
- Asking about prices

SOME EXPONENTS:

- ¿tiene vd.....?
- quiero.....por favor
- este, esta, estos, estas
- ese, esa, esos, esas = aquel, aquella, aquellos, aquellas
- la talla + NUMBER
- ¿cuánto es? ¿Qué precio tiene?
- ¿cuánto cuesta?
- ¿qué número calza?
- Estar de rebaja/rebajado

P16 GENERAL ACTIVITY/THEME:

Using the telephone

SOME EXPONENTS:

- Oiga
- Dígame
- Soy.....
- ¿Quién es/eres?
- está comunicando

- ¿Se puede hablar con...por favor?
- ¿De parte de quién?
- no cuelgue(s)
- llamar a pedir información sobre.....
- volver a llamar
- NUMBERS

P17 GENERAL ACTIVITY/THEME:

Writing a short note/postcard

SOME EXPONENTS:

- PERFECTO of verbs
- llamar por teléfono
- venir a ver
- FUTURO of verbs
- ir a + infin.
- volver a llamar
- volver
- DAYS OF THE WEEK
- a la/las + CLOCK TIME
- querer + ver
- en/en casa de
- citarse con/estar citado con...
- tener que + salir
- volver, volver a casa, estar de vuelta
- saludos de + PLACE
- recuerdos a todos
- pasarselo bien
- pasarselo mal/no + pasarlo bien
- fantástico/aburrido
- porque/por

P18 GENERAL ACTIVITY/THEME:

Writing a short personal letter

SOME EXPONENTS:

- querido/a...
- recibir
- gracias por
- dar las gracias por/agradecer
- llamarse
- tener + NUMBER + años
- tener + NUMBER + hermanos
- somos hermanos
- mi padre es..../trabaja en/de...
- mi madre es..../trabaja en/de...
- vivir en
- amigo/amiga
- gustarle + a
- no + gustar + a
- preferir
- encantar + a
- no gustarle nada
- quisiera invitarte a pasar.....  
en mi casa
- ¿Te gustaría pasar....en mi casa?
- me gustaría ir pero (por  
desgracia)...no puedo
- no + poder
- no + ser + posible
- porque
- saludos/un abrazo de

P19 GENERAL ACTIVITY/THEME: Writing for holiday information or to make a booking

COMMUNICATIVE TASKS:

- Opening a formal letter
- Enquiring by letter about hotel/ youth hostel/camping site accommodation
- Enquiring by letter about facilities and activities in a particular area
- Making a hotel/youth hostel/ camping site reservation by letter
- Closing a formal letter

SOME EXPONENTS:

Muy Señor mío:  
¿ Podría usted hacerme saber si...?  
Quisiera saber si sería posible...  
¿ Podría usted hacerme una reserva para....?  
Le saluda atentamente

- P20 GENERAL ACTIVITY/THEME: Filling in a simple form based on information supplied
- COMMUNICATIVE TASK: Giving such personal information as your name, sex, marital status, place and date of birth, age and occupation
- SOME EXPONENTS:
- Masculino/Feminino
  - Soltero/Casado
  - Names of countries and cities  
e.g.  
Irlanda/Inglaterra/Dublín/Londres  
etc.
  - Dates
  - Number + años, Number + meses
  - Pasatiempos