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INTRODUCTION TO THE COURSE

1. ORGANISATION OF LEVELS AND CONTENTS

2. COURSE PROGRAM. ELEMENTARY LEVEL

2.1. GENERAL SKILL OBJECTIVES
2.2. GENERAL CONTENT
2.3. METHODOLOGY AND TRAINING ACTIVITIES
2.4. TUTORIALS

3. EVALUATION

4. COURSE REFERENCE LIST: ELEMENTARY LEVEL
INTRODUCTION

The extensive course is designed so that the student will acquire the skills and abilities needed to negotiate their academic and cultural experiences in the upcoming months at Basque Country University. The extensive course is held over 15 weeks and the course content is divided into the following four units:

During this course, the interaction is the center of the learning process providing a safe environment where to use the new language elements. The classroom becomes a rehearsal space, a laboratory and a workshop where students learn to observe and seek answers together with their classmates. Also, the use of technological tools and the realization of an activity outside the classroom allow more playful aspects to be an important part of the teaching-learning process.

In order to achieve these objectives, the programming of the content is articulated in a general way in all the courses following four sections:

1) FUNCTIONAL AND FORMAL CONTENTS

This unit includes all of the functional and grammatical contents. The student will perform a series of practical tasks using the linguistic forms. The practical tasks will be interactive “situational tasks”.

2) WRITING

Written expression will allow the student to work on, practice and develop the different types of written texts. All texts will be level appropriate and will reflect the functional and formal contents studied in the previous unit.

3) READING AND LISTENING

In the third unit, different models of written text and / or audio texts will be used to contextualize the functional and formal contents studied in the previous unit. The student will also develop different strategies for comprehension.

4) ORAL EXPRESION AND ORAL INTERACTION

The final unit is focused on communicative tasks such as debates, presentations, demonstrations to all the student the opportunity to practice speaking the language.
1. ORGANISATION OF LEVELS AND CONTENTS

Each student will be placed in a group or another depending on their level of language proficiency. To do this, the students will perform the first day of the course a **level test** (both written and oral).

Within the classroom, we put into practice the contents and skills mentioned in the first point following the planning outlined in the table.

<table>
<thead>
<tr>
<th>% of the course</th>
<th>Timetable</th>
<th>ELEMENTARY</th>
<th>INTERMEDIATE</th>
<th>ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>30% (aprox.)</td>
<td>13:30-14:10</td>
<td>-Formal and functional contents</td>
<td>-Formal and functional contents</td>
<td>-Formal and functional contents</td>
</tr>
<tr>
<td>20% (aprox.)</td>
<td>14:10-14:30</td>
<td>-Reading and listening</td>
<td>-Reading and listening</td>
<td>-Reading and listening</td>
</tr>
<tr>
<td>30% (aprox.)</td>
<td>14:30-15:10</td>
<td>-Writing and oral expression</td>
<td>-Writing and oral expression</td>
<td>-Writing and oral expression</td>
</tr>
<tr>
<td>20% (aprox.)</td>
<td>15:10-15:30</td>
<td>-Oral expression and interaction</td>
<td>-Oral expression and interaction</td>
<td>-Oral expression and interaction</td>
</tr>
</tbody>
</table>
2. COURSE PROGRAM. ELEMENTARY LEVEL

2.1. GENERAL SKILL OBJECTIVES

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>-Understanding familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly.</td>
</tr>
<tr>
<td>Reading</td>
<td>-Understanding familiar names, words and very simple sentences, for example on notices and posters or in catalogues.</td>
</tr>
<tr>
<td>Spokeninteraction</td>
<td>-Interacting in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help them formulate what they are trying to say. They can ask and answer simple questions in areas of immediate need or on very familiar topics.</td>
</tr>
<tr>
<td>Spokenproduction</td>
<td>-Using simple phrases and sentences to describe where they live and people know.</td>
</tr>
<tr>
<td>Writing</td>
<td>-They can write a short, simple postcard, for example sending holiday greetings. They can fill in forms with personal details, for example entering their name, nationality and address on a hotel registration form.</td>
</tr>
</tbody>
</table>

2.2. GENERAL CONTENTS. ELEMENTARY LEVEL

- Basic vocabulary structures to allow the student to communicate about themselves.
- The student can speak and write about themselves and others in terms of everyday life including: introductions, habits, daily routine, tastes and preferences. The student can also use verbs to indicate regular and irregular attendance and can use the verb TO LIKE.
- The student can ask for and give instructions in different situations including: directions, daily routine and habits.
- The student can propose, accept and reject plans and can give excuses and reasons. They can use the tenses GOING TO + INFINITIVE (to be going to).
- The student can express obligations and can ask favours. They can use the verb TO HAVE TO.
- Basic cultural aspects.

Reference Works:


2.3. METHODOLOGY AND TRAINING ACTIVITIES.

In the case of **Intensive Courses** learning is weekly through individual or team tasks and with a variety of activities to develop languages skills.

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>FORMATION ACTIVITIES</th>
</tr>
</thead>
</table>
| Faculty in a large group          | • Work guided by the class material.  
• Correction of work individually or in groups to solve difficulties.  
• Reading texts and reflecting on their form and content.  
• Interventions, expositions and oral presentations.  
• Tasks related to audiovisual materials and new technologies. |
| Face-to-face in small groups       | • Resolution of exercises and formal tasks.  
• Preparation and drafting of texts.  
• Oral interaction and expression for problem solving.  
• Play activities and games to practice the acquired knowledge.  
• The classroom is a laboratory and a workshop where students learn to observe and seek answers together with other classmates. |
| No presential: individual or group | • Preparation and resolution of formal tasks.  
• Preparation and drafting of texts.  
• Preparation of brief presentations and/or oral presentations.  
• Reading (advised) of different types of texts. |

<table>
<thead>
<tr>
<th><strong>TICS</strong></th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>KAHOOT</strong></td>
<td>• Platform through which we are going to gamification the learning, converting and reinforcing the contents in a playful, fun and competitive way. Learn, have fun!</td>
</tr>
</tbody>
</table>
| 2. **PADLET**  
https://es.padlet.com/ | • Web tool to create and organize collaborative tasks, both in groups and individuals, adding content with text, images or videos. |
<table>
<thead>
<tr>
<th>ACTIVITY OUT OF CLASSROOM</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE</td>
<td>• Each activity will be carried out, whenever possible, the last school day of each month.</td>
</tr>
</tbody>
</table>
| **OBJECTIVE**             | • Offering students the opportunity to put into practice what they have learned in class and develop their intercultural dimension in different spaces of action such as:  
  • Space and environment: their new city.  
  • Economy and consumption: shopping.  
  • Art and cultura.  
  • Gastronomy and culinary culture |

| ACTIVITY 1                | • THE ENVIRONMENT WHERE WE LIVE NOW: THE CITY AND PEOPLE.  
  • Brief description: after a few weeks in the city, the students practice the Spanish learned to move around the city. |

| ACTIVITY 2                | • ECONOMY AND CONSUMPTION: SHOPPING  
  • Brief description: visit a supermarket or a traditional market where local products are sold to interact with the workers of these establishments. |

| ACTIVITY 3                | • ART AND CULTURE  
  • Brief description: visit a museum or exhibition to put into practice the Spanish in relation to the subject of the exhibition. |

| ACTIVITY 4                | • COOKING AND GASTRONOMY  
  • Brief description: prepare, share and taste pintxos made by students. Closing and end of course. Award of the best pintxo. |
2.4. TUTORIALS

A series of tutorials are proposed, in the form of face-to-face sessions so that the students can solve their doubts both in group and individually.

- If these doubts are joint, the whole class will participate.

- Whether they are individuals or individuals in a group: the teaching staff will tutor these students while the rest of the students continue to work in the classroom.

- **How to register:** teachers will comment on the possibility of doing them the day before the date indicated for the tutoring session and will give the opportunity in the last 5 minutes of the class session so that the students will write down and write their doubts.

**DATES:**

**TUTORING 1: Monday, 25th of September.** Timetable: from 15:00 pm to 15:30 pm

**TUTORING 2: Monday, 30th of October.** Timetable: from 15:00 pm to 15:30 pm

**TUTORING 3: Monday, 27th of November.** Timetable: from 15:00 pm to 15:30 pm

**TUTORING 4: Monday, 18th of December.** Timetable: from 15:00 pm to 15:30 pm
3 EVALUATION

3.1. CONTINUOUS ASSESSMENT

In order to be evaluated continuously, students must attend 85% of the teaching hours. Attendance will also be evaluated based on criteria for active, continuous and responsible participation.

For this continuous assessment students must comply with the following 5 elements:

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>DESCRIPTION AND DATES</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ATTENDANCE</td>
<td>- Cooperation in the classrooms</td>
<td>0,5 points</td>
</tr>
<tr>
<td></td>
<td>- Speaking activities</td>
<td>0,5 points</td>
</tr>
<tr>
<td></td>
<td>- Homework and additional tasks</td>
<td>0,5 points</td>
</tr>
<tr>
<td></td>
<td>- Activities outside of the classroom</td>
<td>1 point</td>
</tr>
<tr>
<td></td>
<td>- Effort, dedication and progress</td>
<td>0,5 points</td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td>3 points</td>
</tr>
<tr>
<td>2. WRITING: EXPRESSION &amp; INTERACTION</td>
<td>WRITING TASK (I) • Deadline: Monday, 30th of October</td>
<td>0,6 points</td>
</tr>
<tr>
<td></td>
<td>WRITING TASK (II) • Deadline: Monday, 27th of November</td>
<td>0,6 points</td>
</tr>
<tr>
<td></td>
<td>WRITING TASK (III) • Deadline: Monday, 18th of December</td>
<td>0,6 points</td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td>2 points</td>
</tr>
<tr>
<td>3. SPEAKING: EXPRESSION &amp; INTERACTION</td>
<td>- 2 Oral tasks or presentations in each small working groups</td>
<td>2 points</td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td>2 points</td>
</tr>
<tr>
<td>4. PROGRESS TEST</td>
<td>- Date: Monday, 30th of October</td>
<td>1,5 points</td>
</tr>
<tr>
<td></td>
<td>- Schedule for all: between 45 and 60 minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note: the test dates can be modified according to the needs of the group.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td>1,5 points</td>
</tr>
<tr>
<td>5. FINAL TEST</td>
<td>- Date: Monday, 18th of December</td>
<td>1,5 points</td>
</tr>
<tr>
<td></td>
<td>- Schedule for all: between 45 and 60 minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note: the test dates can be modified according to the needs of the group.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td>1,5 points</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>10 points</td>
</tr>
</tbody>
</table>
3.2. **FINAL EVALUATION**

Students who do not have an active attendance of at least 85% must make a final examination of all contents. The result obtained will be 100% of the note.

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>DESCRIPTION AND DATES</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| FINAL EXAMINATION FOR STUDENTS WHO HAVE NOT FULLFILLED THE MINIMUM ASSISTANCE | - **Date:** Monday, 18th of December  
- **Schedule for all:** between 60 and 90 minutes  
- **Test description.**  
  4 tasks:  
  - Reading: 1 task  
  - Listening: 1 task  
  - Writing: 1 task  
  - Oral expression and interaction: 1 task  
  **Note:** the test dates can be modified according to the needs of the group. | 10 points |

4. **COURSE REFERENCE LIST: ELEMENTARY LEVEL**

**HANDBOOK**


**Methodology**

- Rosario ALONSO RAYA *et alii*, *Gramática básica del estudiante de español*, Barcelona: Difusión, 2005.
- Ernesto MARTÍN PERIS *et alii*, *Gente 1*, Barcelona: Difusión, 1998.
- María José MARTÍNEZ *et alii*, *Las claves del nuevo DELE A2*. Barcelona: Difusión, 2011.
**Functional and formal contents**


**Vocabulary**


**Phonetics and Pronunciation**


►**ON LINE RESOURCES.**

**Instituto Cervantes:**  [http://cvc.cervantes.es/](http://cvc.cervantes.es/)

**Actividades de Español:**  [http://www.aprenderespanol.org/index.html](http://www.aprenderespanol.org/index.html)

**Diccionario de la Real Academia:**  [http://dle.rae.es/?w=diccionario](http://dle.rae.es/?w=diccionario)

**Diccionario de gestos:**  [http://www.coloquial.es/es/diccionario-de-gestos-espanoles/](http://www.coloquial.es/es/diccionario-de-gestos-espanoles/)

**Entender los gestos:**  [http://lecture.ecc.u-tokyo.ac.jp/~cueda/gakusyu/gestos/index.html](http://lecture.ecc.u-tokyo.ac.jp/~cueda/gakusyu/gestos/index.html)

**Practicar español con la Agencia EFE:**  [http://www.practicaespanol.com/](http://www.practicaespanol.com/)