

Spanish Intensive Course

BEGINNER LEVEL COURSE
PROGRAM



TABLE OF CONTENTS

1. INTRODUCTION.....	1
2. OBJECTIVES.....	2
3. CONTENTS.....	4
4. PLANNING.....	5
5. METHODOLOGY.....	8
6. TUTORING.....	10
7. EVALUATION	11
a. Continuous	
b. Final	
c. Attendance	
8. BIBLIOGRAPHY.....	13

1.INTRODUCTION

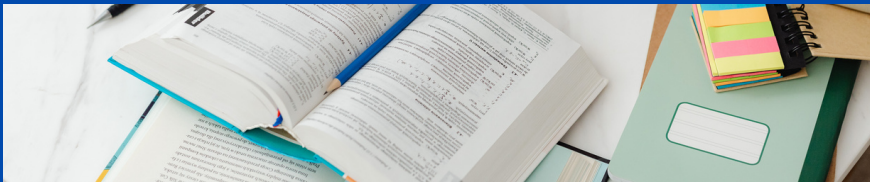
We welcome you to the Spanish intensive online course, Beginner level. In this document, you will find detailed information about the educational approach and the benefits you will gain as you embark on this exciting journey of learning Spanish.

Spanish is a globally relevant language and mastering it will open up numerous opportunities. Our program focuses on fundamental skills, from grammar to oral fluency, to give you a solid foundation in the language.

We have a team of experienced teachers and a variety of interactive resources to help you having a stimulating learning experience. Throughout the course, you will acquire the ability to communicate effectively, interact socially and understand simple texts in Spanish.

Our goal is your success, so we offer personalized follow-up to help you reaching your language goals. We want to provide you with an enriching educational experience tailored to your individual needs.

We hope you will be motivated and excited to embark on this exciting journey of Spanish language discovery.



2. OBJECTIVES

The objectives are organized according to the following four competences:

- **Listening:**

- Recognize and understand basic greetings and introductions in everyday situations.
- Understand numbers, dates and personal information when presented in concrete contexts.
- Understand and carry out basic instructions given in Spanish, such as in classroom exercises or practical activities.
- Understand common interactions in shopping situations, such as asking for prices, quantities and paying.
- Follow directions and understand directions given in Spanish, both in the classroom and in real-life contexts.
- Pick up basic details and descriptions about people, places, or things in conversations and narratives.
- Understand cultural information presented in conversations, such as traditions, customs, and local holidays.

- **Reading:**

- Identify and understand basic information, such as names, numbers, and personal details, in short texts.
- Understand and carry out simple written instructions, such as those found in class exercises or practical tasks.
- Identify and understand relevant information on restaurant menus, advertisements and public signs.
- Identify details and understand information in texts related to hobbies and leisure activities.
- Understand basic descriptions of places, people, and objects in written texts.
- Infer the meaning of unknown words in texts through the context in which they appear.
- Extract information about local culture and traditions from short, simple texts.

- **Speaking:**

- Introduce oneself, give one's name, nationality and greet in social situations.
- Answer simple questions about personal information, such as age, origin and profession.
- Students should be able to place orders in restaurants and ask questions about products in stores.
- Give and follow simple instructions, such as giving directions or explaining how to get to a place.
- Describe people and places using basic vocabulary.
- Students should be able to talk about customs, traditions and holidays of their country or local culture.

- **Writing:**

- Write simple personal introductions and greetings in emails or short messages.
- Complete basic forms with accurate personal information.
- Write short notes and informal messages to communicate in everyday situations.
- Write restaurant orders, as well as shopping lists and notes.
- Describe hobbies and leisure activities in short paragraphs.
- Write simple directions to a place or complete a task.
- Write short paragraphs about customs, traditions and holidays of their country or local culture.
- Write basic descriptions of people and places using simple vocabulary and structures.

3. CONTENTS

- Learn basic greetings and introductions.
- Learn essential vocabulary: numbers, colors, days of the week.
- Read short texts with comprehension questions.
- Learn how to order food in a restaurant.
- Learn daily routines and activities.
- Learn vocabulary related to means of transportation.
- Learn to ask for and give basic directions.
- Learn vocabulary for shopping in stores and markets.
- Simulate shopping situations.
- Discuss hobbies and leisure activities.
- Describe physical and city characteristics.
- Introduce to the local culture: festivals, typical foods, etc.
- Explain a local holiday.



4. PLANNING

Intensive course

Duration:

Dates:

August 28 to September 8, 2023.
45 school hours.

Schedule:

Monday to Friday from 14:00 to 19:00 with a 30-minute break.



Deadline to take the level test for the Intensive Spanish online course: 23 August

Official start date of the Intensive Spanish course (classes): 28 August

Deadline for requesting level changes: 30 August



CLASS TIME PLANNING

The following is an approximate division of a class:

- Introduction and review of the previous class: 10% of the time.
- Presentation of new content and explanation: 15% of the time.
- Oral and written practice in pairs or small groups: 15% of the time.
- Reading comprehension activities: 15% of the time
- Vocabulary expansion and practical exercises: 15% of the time
- Questions and answers, and feedback: 20% of the time
- Closing of the class: 10% of the time
- BREAK TIME: 16:00-16:30 hours

It is important to keep in mind that these percentages are only a suggestion and may vary according to the needs of the students and the learning pace of the class.



5. METHODOLOGY

The methodology of the course is based on a communicative and participative approach, focused on the students as active protagonists of their learning. It seeks to develop the four language skills (listening comprehension, reading comprehension, writing and speaking) in a balanced way and applied to real communication situations through:

- Task-based learning: learning is promoted through the performance of meaningful and contextualized tasks that reflect real-life situations.
- Pair and group work: Collaborative work and interaction among students is encouraged.
- Use of practical materials: Practical materials such as texts, audios, videos and real communication situations are used to develop students' communicative competence.



- Use of ICT (Information and Communication Technologies): Technological tools, such as Google Classroom, are used to enrich the teaching-learning process.
- Formative evaluation and feedback: Continuous and formative evaluation is carried out to monitor students' progress. Regular feedback is provided on their performance and opportunities for improvement are offered.



6. TUTORING

If necessary, students may contact us at escuela@always-idiomas.com and request a tutoring session with their teacher on the following dates and times:

Tutoring	Date	Time
Tutoring 1st week	Thursday, 31 August	18:15 - 19:00
Tutoring 2nd week	Wednesday, 6 September	14:00 - 14:45

7. EVALUATION

a. Continuous

- Class participation: 25% of the grade
 - Evaluation of the level of active participation in class activities, such as questions and answers, interaction with the rest of the students in the group and contributions to discussions.
- Assignments and exercises: 35% of the grade.
 - Evaluation of the completion and quality of the tasks and exercises assigned during the course, such as listening comprehension, reading comprehension, oral expression and written expression activities.
- Vocabulary and grammar activities: 40% of the grade.
 - Evaluation of the knowledge and application of the vocabulary and grammatical structures learned through specific tests.

b. Final

Final Exam: 100% of the grade. Date: 7 September

Comprehensive evaluation of the four language skills (listening comprehension, reading comprehension, oral expression and written expression) and knowledge of vocabulary and grammar acquired during the course.

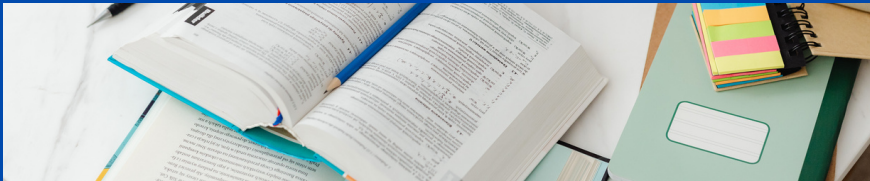
c. Attendance

- Students who meet 85% of attendance:

Will perform the continuous and summative evaluation that we have detailed in section "a" and in which all the sections specified in the programs will be assessed. It will be necessary to pass all the aspects and tasks, as well as all the parts and competences evaluated in the exams in order to pass the course.

- Students who do not reach 85% attendance:

The grade will be obtained by taking the final exam of the contents taught during the course, specified in section "b". In order to pass the course, it will be necessary to take all parts of the exam and pass each of the competencies evaluated in the exam.



8. BIBLIOGRAPHY

- **Text books:**
 - "Nuevo Español en Marcha 1" - Francisca Castro, Pilar Díaz, Ignacio Rodero. Edelsa, 2008.
 - "Aula Internacional 1" - Jaime Corpas, Eva García, Agustín Garmendia, Carmen Soriano. Difusión, 2013
 - "Gente 1" - Neus Sans, Ernesto Martín Peris, Nuria Sánchez Quintana. Difusión, 2013
- **Grammar and Vocabulary:**
 - "Gramática básica del estudiante de español" - Ángela Arregui, Ramón Palencia. Edelsa, 2012
 - "1001 Palabras Inglesas Más Útiles para Hispanohablantes" - Seymour Resnick. Barron's Educational Series, 2007
- **Comprehension and Expression Resources:**
 - "Destrezas Gramaticales: Comprensión auditiva y expresión oral" - Edelsa
 - "Destrezas Gramaticales: Comprensión lectora y expresión escrita" - Edelsa
- **Dictionaries:**
 - "Diccionario Básico Español-Inglés/Inglés-Español" - Larousse, 2013
 - "Diccionario Oxford Pocket Español-Inglés/Inglés-Español" - Oxford University Press, 2016
- **Additional materials:**
 - "Easy Spanish Step-by-Step" - Barbara Bregstein. McGraw-Hill Education, 2005
 - "Spanish Short Stories for Beginners" - Olly Richards. Createspace Independent Publishing Platform, 2015
 - "Practice Makes Perfect: Spanish Conversation" - Jean Yates . McGraw-Hill Education, 2018
- **Internet resources:**
 - Online platfroms such as Duolingo (<https://es.duolingo.com/>), Memrise (<https://www.memrise.com/es/>), Quizlet (<https://quizlet.com/es>) and BBC Languages (<https://www.bbc.co.uk/languages/index.shtml>)
 - Educational websites such as Instituto Cervantes (<https://cervantes.org/>) and Español Extra (<https://www.espanolextra.com/>)