SPANISH EXTENSIVE PROGRAM
BEGINNER LEVEL

SPRING 2022

2ND MONTH-PERIOD
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1. INTRODUCTION

The extensives courses are designed so that students acquire the necessary language skills and competencies that will help them in the academic and cultural experience that they are going to live these weeks at the University of the Basque Country (UPV / EHU). During this course, interaction is the center of the learning process providing a safe environment in which to use the new language elements. The virtual classroom will be a space where students will learn to observe and seek answers both individually and cooperatively.

Each student will need a computer with internet access, download the Zoom program (https://zoom.us/support/download) and a valid email address to send each student access to the ID-Zoom of their teachers. In order to achieve these objectives, the content programming is structured according to these four sections:

A) FUNCTIONAL AND FORMAL CONTENTS

This block includes the functional and grammatical contents of the unit. Throughout it, the student performs a series of practical tasks of these linguistic forms in situations of interaction within the classroom.

B) READING AND LISTENING COMPREHENSION

In this second section, models of texts and / or spoken language samples are presented that contextualize the contents studied in the first block and that allow students to develop different comprehension strategies.

C) WRITTEN EXPRESSION AND INTERACTION

Written expression will allow students to work, practice and elaborate different types of written texts and / or discursive samples appropriate to their level and based on the functional and formal contents seen in the first part of the session.

D) ORAL EXPRESSION AND INTERACTION

Each unit is completed with this section where the students, through a series of communicative tasks such as expositions, debates, presentations..., have the opportunity to practice the oral use of the language in a group.
2. **ORGANIZATION AND CONTENTS**

Each student will be placed in one group or another depending on their level of language proficiency. To do this, students will take an online level test. Those students who have never studied Spanish will automatically be placed in the group with the lowest level.

Inside the classroom, we will put into practice the contents and skills mentioned in the first point following this planning:

<table>
<thead>
<tr>
<th>% OF THE COURSE</th>
<th>TIMETABLE</th>
<th>ELEMENTARY LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>30% (aprox.)</td>
<td>13:30-14:10</td>
<td>- Formal and functional contents</td>
</tr>
<tr>
<td>20% (aprox.)</td>
<td>14:10-14:30</td>
<td>- Reading and listening</td>
</tr>
<tr>
<td>30% (aprox.)</td>
<td>14:30-15:10</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>
</tr>
</tbody>
</table>
3. COURSE PROGRAM. BEGINNER LEVEL

3.1. GENERAL OBJECTIVES

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LISTENING</td>
<td>Understanding familiar words and very basic phrases concerning themself, 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>SPOKEN PRODUCTION</td>
<td>Using simple phrases and sentences to describe where they live and people know.</td>
</tr>
<tr>
<td>SPOKEN INTERACTION</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>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>
## 3.2. COURSE CONTENTS

- 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.
### 3.3. METHODOLOGY AND FORMATIVE ACTIVITIES

During the extensive course, learning occurs daily through individual or group tasks and with a variety of activities to develop different language skills.

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>FORMATIVE ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In class in large group</strong></td>
<td>- Directed work with class material.</td>
</tr>
<tr>
<td></td>
<td>- Correction of work individually or in groups to solve difficulties.</td>
</tr>
<tr>
<td></td>
<td>- Reading of texts and reflection on their form and content.</td>
</tr>
<tr>
<td></td>
<td>- Interventions, expositions and oral presentations.</td>
</tr>
<tr>
<td></td>
<td>- Tasks related to audiovisual materials and new technologies.</td>
</tr>
<tr>
<td><strong>In class in small groups</strong></td>
<td>- Resolution of exercises and formal tasks.</td>
</tr>
<tr>
<td></td>
<td>- Preparation and writing of texts.</td>
</tr>
<tr>
<td></td>
<td>- Oral interaction and expression to resolve issues.</td>
</tr>
<tr>
<td></td>
<td>- Playful activities and games to practice the knowledge acquired.</td>
</tr>
<tr>
<td></td>
<td>- The classroom is a laboratory and a workshop where students learn to observe and seek answers together with other classmates in the group.</td>
</tr>
<tr>
<td><strong>Out of class: individual or group</strong></td>
<td>- Preparation and resolution of formal tasks.</td>
</tr>
<tr>
<td></td>
<td>- Preparation and writing of texts. Preparation of brief presentations and/or oral presentations.</td>
</tr>
<tr>
<td></td>
<td>- Reading (recommended) of different types of texts.</td>
</tr>
</tbody>
</table>
3.4. TUTORIALS

• To resolve any doubts that may arise, face-to-face tutoring sessions are available individually or in groups.

• If these doubts are collective, the entire class will participate in the session.

• If they are individual or specific to a small group: the teacher will tutor these students while the rest continue working in the classroom. How to register: The teacher will mention the possibility to do these the day before the indicated date for the tutoring session and will give the opportunity in the last 5 minutes of the session for students to register and write their doubts.

How to register: The teacher will mention the possibility to do these the day before the indicated date for the tutoring session and will give the opportunity in the last 5 minutes of the session for students to register and write their doubts.

<table>
<thead>
<tr>
<th>DATES</th>
<th>SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUTORING 1: Monday, February 14th</td>
<td>Time: From 15:00 to 15:30</td>
</tr>
<tr>
<td>TUTORING 2: Monday, March 14th</td>
<td>Time: From 15:00 to 15:30</td>
</tr>
<tr>
<td>TUTORING 3: Monday, April 11th</td>
<td>Time: From 15:00 to 15:30</td>
</tr>
<tr>
<td>TUTORING 4: Monday, May 9th</td>
<td>Time: From 15:00 to 15:30</td>
</tr>
</tbody>
</table>
4. ASSESSMENT

4.1. CONTINUOUS ASSESSMENT

To be evaluated continuously, students must attend 85% of the teaching hours in addition to obtaining the minimum required score (which is 50% of the maximum) in each of the 3 evaluation elements.

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>DESCRIPTION</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| **1. PARTICIPATION** | - Cooperative tasks in the classroom  
- Reinforcement tasks  
- Personal work  
- Dedication and effort  | 0,5 points  
0,5 points  
0,5 points  
0,5 points  
Total: 2 points (Minimum required: 1 point) |
| **2. WRITING SKILLS** | WRITING (I) Date: Wednesday, February 23th  
WRITING (II) Date: Wednesday, March 16th  
WRITING (III) Date: Monday, May 9th | 0,5 points  
0,5 points  
0,5 points  
Total: 1,5 points (Minimum required: 0,75 points) |
| **3. ORAL EXPRESSION** | - Tasks or oral presentations in each small working group | Total: 1,5 points (Minimum required: 0,75 points) |
| **4. PROGRESS TEST** | - Date: Wednesday, March 16th  
NOTE: dates are subject to change depending on students' needs  
Time: 45-60 min | Total: 2,5 points (Minimum required: 1,25 points) |
| **5. FINAL TEST** | - Fecha: Monday, May 9th  
NOTE: dates are subject to change depending on students' needs  
Time: 45-60 min | Total: 2,5 points (Minimum required: 1,25 points) |
| **TOTAL** | | 10 points (Minimum required: 5 points) |
### 4.1. FINAL ASSESSMENT

Students who do not have active attendance and participation of 85% must take a final exam of all content.

The final result will be 100% of the grade, but to be PASSED you must obtain the minimum required score (which is 50% of the maximum) in each of the evaluated competencies.

<table>
<thead>
<tr>
<th>DATE AND TIME</th>
<th>DESCRIPTION</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| -MONDAY, MAY 9th  
In a single call | The test has 4 parts:  
- **1 LISTENING**  
  (Skills exercises)  
- **1 READING**  
  (Skills exercises)  
- **1 WRITING**  
  (Skills exercises)  
- **1 SPEAKING**  
  (Skills exercises) | ▪ 2,5 points  
  (Minimum required: 1,25 points)  
▪ 2,5 points  
  (Minimum required: 1,25 points)  
▪ 2,5 points  
  (Minimum required: 1,25 points)  
▪ 2,5 points  
  (Minimum pass: 1,25 points) |

**NOTE:** 1.25 points in each of the parts assessed

Dates are subject to change depending on students’ needs
5. GUIDANCE BIBLIOGRAPHY: INITIAL LEVEL

Methods
- Rosario ALONSO RAYA et alii, Gramática básica del estudiante de español, Barcelona: Difusión, 2005.
- María José MARTÍNEZ et alii, Las claves del nuevo DELE A2. Barcelona: Difusión, 2011.

Skills

Vocabulary

Phonetics and pronunciation
► ONLINE RESOURCES

Actividades de Español:  http://www.aprenderespanol.org/index.html

Diccionario de la Real Academia:  http://dle.rae.es/?w=diccionario

Exámenes de Español (DELE):  http://examenes.cervantes.es/es/dele/