



EHU

Euskal Herriko Unibertsitatea
Universidad del País Vasco

INTENSIVE COURSE PROGRAMME

2026-2027

BEGINNER LEVEL

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1. INTRODUCTION

Courses are designed so that students acquire the necessary language skills and competencies that will help them in the academic and cultural experience they are going to live at the University of the Basque Country / *Euskal Herriko Unibertsitatea* (EHU).

Throughout the course, interaction will be the center of the learning process. The aim of the course is to provide students a safe environment to practice the new language elements they are going to learn. The virtual classroom will be a space where students will be able to observe and seek answers both individually and cooperatively.

Each student will need a computer with internet access, webcam and microphone; download the Zoom program (<https://zoom.us/support/download>) and provide a valid email address that will be used to organize the groups in the platform.

GENERAL COURSE INFORMATION

LEVEL:	BEGINNER
DURATION:	45 teaching hours
SCHEDULE:	Monday to Friday. From 14:00 a 19:00 hours. Break: 16:00 to 16:30 hours.
DATES:	24 August to 4 September

2 COURSE PROGRAMME. BEGINNER LEVEL

2.1. GENERAL OBJECTIVES BY SKILLS

OBJECTIVES	
Listening Comprehension	- Recognize basic expressions and words related to oneself, family and environment.
Reading Comprehension	- Reading Comprehension - Understand posters, signs and catalogs.
Oral interaction	-Participate in simple conversations and with the support of the interlocutor. -Ask and answer simple questions.
Oral expression	-Describe the place of residence, family, friends, etc. and provide basic personal information through simple expressions and phrases.
Written expression	-Write short and simple postcards. Complete forms with personal information.

2.2. GENERAL CONTENTS. BEGINNER LEVEL

- Introduce the vocabulary and the precise structures to allow the student basic communication about oneself and the surrounding world.
- Talk/Write about oneself and others in terms of personal life: identification, habits and customs, daily routine, tastes and preferences. Regular and irregular presents. Verb to like.
- Ask and give instructions in different situations: space, use of machines or habitual actions.

2.3. CONTENT PROGRAMMING

UNIT 1: WORDS

FUNCTIONAL AND FORMAL CONTENT (GRAMMATICAL)	READING COMPREHENSION LISTENING COMPREHENSION	WRITTEN EXPRESSION ORAL EXPRESSION	INTERACTION	SOCIO-CULTURAL KNOWLEDGE AND BEHAVIORS
1.1. Presentations and personal information.	1.4. Read 1: personality test.	1.6. Write: make a business card in Spanish.	1.8. Interact: creation of a social network in the classroom.	Personal identification Known Spanish-speaking people
1.2. The alphabet.	1.5. Read 2: 10 reasons to learn Spanish.	1.7. Speak: Will you introduce me to your partner? Friend?		
1.3. Present indicative: to be and to have.				

UNIDAD 2: WHO IS WHO

FUNCTIONAL AND FORMAL CONTENT (GRAMMATICAL)	READING COMPREHENSION LISTENING COMPREHENSION	WRITTEN EXPRESSION ORAL EXPRESSION	INTERACTION	SOCIO-CULTURAL KNOWLEDGE AND BEHAVIORS
2.1. The gender and number of the name. Adjectives: masculine and feminine.	2.4. Read 1: twelve influential characters of the Hispanic culture.	2.6. Write: family portrait.	2.8. Interact: meet my neighbors.	The family unit and its relationships.
2.2. The family: personal and family relationships. Physical description.	2.5. Audiovisual activity: Families of the world.	2.7. Speak: The world in 100 families.	2.9. Create a neighborhood.	
2.3. Talk about professions.				

UNIDAD 3: BY THE CITY

FUNCTIONAL AND FORMAL CONTENT (GRAMMATICAL)	READING COMPREHENSION LISTENING COMPREHENSION	WRITTEN EXPRESSION ORAL EXPRESSION	INTERACTION	SOCIO-CULTURAL KNOWLEDGE AND BEHAVIORS
3.1. Superlatives and comparatives.	3.5. Read 1: Córdoba, a place to live, a place to visit.	3.8. Write: what is my city / town like	3.10. Interact: Guide to the Basque capitals: Bilbao, Donostia-San Sebastián and Vitoria-Gasteiz.	Travel and transportation.
3.2. Description of a city: verbs estar / ser / haber (3rd person singular).	3.6. Listen: Our cities.	3.9. Speak: My city / town or favorite place.		
3.3. Lexicon of the city.	3.7. Read 2: Wonderful cities.			
3.4. Locate in space and locate geographically. Describe a city.				

UNIDAD 4: WORKING, EATING AND SLEEPING: HABITS AND CUSTOMS

FUNCTIONAL AND FORMAL CONTENT (GRAMMATICAL)	READING COMPREHENSION LISTENING COMPREHENSION	WRITTEN EXPRESSION ORAL EXPRESSION	INTERACTION	SOCIO-CULTURAL KNOWLEDGE AND BEHAVIORS
4.1. Talk about routine habits and customs. Regular and irregular verbs (some) in the present indicative.	4.3. Read 1: The Spanish timetables.	4.5. Write 1: My diary: my day to day	4.8. Interact: everyday uses and misuses (1st part). Discover the most frequent activities.	Habits and hobbies. Working hours concept. Most frequent activities related to work time and free time.
4.2. The hours. The parts of the day. Lexicon of everyday actions.	4.4. Listen: Are you taking a nap?	4.6. Speak: Jason's Day-to-Day (Short Film: Signs)		
		4.7. Write 2: an e-mail for my friends.		

UNIDAD 5: FREE TIME

FUNCTIONAL AND FORMAL CONTENT (GRAMMATICAL)	READING COMPREHENSION LISTENING COMPREHENSION	WRITTEN EXPRESSION ORAL EXPRESSION	INTERACTION	SOCIO-CULTURAL KNOWLEDGE AND BEHAVIORS
5.1. The verb like and interest. Adverbs: a lot, little or nothing. Also not.	5.3. Read 1: What do we spend our free time on?	5.5. Write: Survey on free time habits.	5.7. Interact: everyday uses and misuses (2nd part). Choose actions or activities considered "geeks". Imagine a world without technology. Discover the partner most addicted to technology.	Free time habits and hobbies. Outdoor activities. Sports, shows.
5.2. Lexicon of leisure and hobbies. Internet lexicon. Express leisure preferences.	5.4. Listen: The habits of Europeans	5.6. Speak: Taking the Survey .		

UNIDAD 6: I'M SO HUNGRY!

FUNCTIONAL AND FORMAL CONTENT (GRAMMATICAL)	READING COMPREHENSION LISTENING COMPREHENSION	WRITTEN EXPRESSION ORAL EXPRESSION	INTERACTION	SOCIO-CULTURAL KNOWLEDGE AND BEHAVIORS
6.1. Today's food. Regular and irregular verbs in the present indicative.	6.4. Read: Spanish food.	6.6. Write: make the shopping cart.	6.8. Interact: travel guide: "gourmets in the Basque Country"	Types of establishments: food establishments, traditional (butcher, fishmonger, greengrocer ...)
6.2. Food lexicon. Order something at a bar.	6.5. Audiovisual activity: the shopping basket in different families of the world.	6.7. Speak: explain the shopping cart of different families in the world.	A culinary journey through the 3 Basque capitals.	of new appearance, open-air markets, etc.
6.3. Go shopping. At the supermarket.				

2.4. METHODOLOGY AND FORMATIVE ACTIVITIES

In the case of intensive courses, learning is daily, through individual or team tasks and with a variety of activities to develop language skills.

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

TICS	DESCRIPTION
http://www.ver-taal.com/	Platform to learn, review or improve lexical, grammatical, cultural or audiovisual elements about the contents learned or to be learned.

2.5. CLASSROOM PLANNING

Below, we have outlined the expected time dedicated to each aim:

AIMS	DEDICATION
Warm-up and/or review of what was seen in the previous session	10%
Presentation of new content	15%
Written or oral practice (individual or in pairs)	15%
Reading and audiovisual comprehension activities. Use and tasks	15%
Oral expression and interaction activities (individual or in pairs)	15%
Comments, questions, and answers. Feedback	15%
Session ends	15%

Nota: These percentages are indicative and will be adapted to the needs and learning pace of the students.

2.6. TUTORING

To resolve any questions, concerns, or problems that may arise, tutoring sessions are available.

The teacher will remind students to submit their questions the day before the tutoring session

First week's tutoring session: THURSDAY, AUGUST 27 Hours: **From 15:15 to 16:00**

Second week's tutoring session: WEDNESDAY, SEPTEMBER 2 Hours: **From 18:15 to 19:00**

3. ASSESSMENT

According to the percentage of **class attendance**, there will be two **possible** ways of assesment.

3.1. CONTINUOUS ASSESSMENT

To be assessed continuously, students must attend 85% of class hours and obtain a minimum score in each of the three assessment components (participation, writing, and final exam). (Check the chart below).

ATTENTION: If you do not obtain the minimum score in one, two, or more competencies, you will fail.

ELEMENTS	DESCRIPTION AND DATES	POINTS
1. PARTICIPATION	-Cooperative tasks in the classroom	0,5 points
	-Interest and engagement	0,5 points
	-Personal work	0,5 points
	-Dedication and effort	0,5 points
	-Tasks or oral presentations	1 point
		Total: 3 points (Minimum required: 1.5 points)
2. WRITING SKILLS	WRITING (I).	1 point
	Date: Thursday, August 27th	
	WRITING (II)	1 point
	Date: Thursday, September 3rd	Total: 2 points (Minimum required: 1 point)
3. FINAL EXAM	- Date: Thursday, September 3rd	Total: 5 points (Minimum required: 2.5 points)
	Time: 14:00-15:30	
TOTAL		10 points (Minimum required: 5 points)

3.2. FINAL ASSESSMENT

Students who do not have an active attendance and a minimum participation of an 85% will have to take a final exam on all contents taught during the course.

The final score will account for 100% of the grade. To pass, you must obtain the minimum required score (1.25 points) in each of the assessed competencies. (Check the chart below).

ATTENTION: If you do not obtain the minimum score in one, two, or more competencies, you will fail.

DATE AND TIME	DESCRIPTION	POINTS
- Thursday, September 3rd -TIME: 14:00-15:30 NOTE: There is no chance for resits.	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 required: 1,25 points)
		Maximum score: 10 points Minimum required: 5 points NOTE: 1,25 points in each of the parts assessed

4. CONTACT

Enquiries regarding enrolment, requests to change level, credits and certification are handled by the EHU Coordination Office via email to: cursosidiomas@ehu.eus

Enquiries regarding class attendance, comments, and complaints about the course or the teaching staff, please contact the academic coordination of the courses via email: cursosehu@lacunza.com

5. GUIDANCE BIBLIOGRAPHY: BEGINNER LEVEL

Methods

- Rosario ALONSO RAYA *et alii*, *Gramática básica del estudiante de español*, Barcelona: Difusión, 2005.
- Emilia CONEJO *et alii*, *Las claves del nuevo DELE A1*. Barcelona: Difusión, 2010.
- Jaime CORPAS *et alii*, *Aula Plus 1*, Barcelona: Difusión, 2020.
- Anabel DE DIOS y Sonia EUSEBIO, *Etapas Plus A1*. Madrid: Edinumen, 2010.
- María José MARTÍNEZ *et alii*, *Las claves del nuevo DELE A2*. Barcelona: Difusión, 2011.
- Concha MORENO *et alii*, *En gramática. Elemental A1-A2*, Madrid: Anaya, 2007.

Skills

- Carmen ARNAL, *Escribe en español*, Madrid: SGEL, 2001.
- Jesús FERNÁNDEZ CINTO, *Actos de habla*, Madrid: Edelsa, 2003.
- María RODRÍGUEZ RODRÍGUEZ, *Escucha y aprende*, Madrid: SGEL, 2003.

Vocabulary

- Ángeles ENCINAR, *Uso interactivo del vocabulario*. Madrid: Edelsa, 2012.
- Pablo MARTÍNEZ, *Ejercicios de léxico, Nivel Inicial*, Madrid: Anaya, 2001.
- Pedro TENA *et alii*, *El bloc. Español en imágenes*, Madrid: Edinumen, 2007.

Phonetics and pronunciation

- Alfredo GONZÁLEZ HERMOSO *et alii*, *Fonética, entonación y ortografía*, Madrid: Edelsa, 2002.
- María Pilar NUÑO ÁLVAREZ *et alii*, *Ejercicios de fonética. Nivel Inicial*, Madrid: Anaya, 2002.

► ONLINE RESOURCES

Activities in Spanish: <http://www.aprenderespanol.org/index.html>

RAE (Real Academia Española) Dictionary: <http://dle.rae.es/?w=diccionario>

Spanish Exam (DELE): <http://exámenes.cervantes.es/es/dele/>