

**Beginner's I: First-semester level language course**

(3 credits, 35 - 60 contact hours)

R E C E P T I O N	Competency	Descriptor	Concrete examples
	<p><b>1.</b></p> <p><b>Overall Listening Comprehension</b></p>	<p><i>Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning concerning family and concrete surroundings.</i></p>	<p>Raquel habla por teléfono con su amiga. Necesita información sobre sus compañeros de clase. Va a escuchar la conversación tres veces y después de la última audición, va a completar el texto con la información que falta.</p>
	<p><b>Listening to announcements and instructions</b></p>	<p><i>Can understand simple instructions addressed carefully and slowly to him/her and follow short, simple directions.</i></p>	<p>Usted va a escuchar a una persona comprando ropa. Relacione lo que compra con las imágenes.</p>
	<p><b>Understanding a native speaker/ interlocutor (one-on-one)</b></p>	<p><i>Can recognize familiar and basic words concerning personal details and/or immediate surroundings.</i></p> <p><i>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</i></p> <p><i>Can understand everyday expressions aimed at the satisfaction of basic needs.</i></p>	<p>Usted conoce a Pedro el primer día de clases. Pedro le hace 5 preguntas y usted las responde de forma adecuada y formal.</p> <p>En la clase el profesor pide que abran el libro en la página X y que hagan el ejercicio X.</p> <p>¿Qué quieres hacer?</p> <ul style="list-style-type: none"> <li>. cocinar</li> <li>. ir de compras</li> <li>.comer</li> </ul>

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	<p>2.</p> <p><b>Overall Reading Comprehension</b></p>	<p>Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. Can understand cognates and highly contextualized words.</p>	<p>Lea el texto y complete la información:</p> <p>País:</p> <p>Capital:</p> <p>Habitantes:</p> <p>Idioma oficial:</p> <p>Cima:</p>
	<p><b>Reading correspondence</b></p>	<p>Can recognize some words and work out meanings of short, simple messages on post-its, or messaging/texting</p>	<p>Lea el correo electrónico y elija la respuesta correcta.</p>
	<p><b>Reading for orientation</b></p>	<p>Can recognize familiar names, words and very basic phrases on simple notices in the most common everyday situations in order to answer simple questions.</p>	<p>Relacione la nota en la Columna A con el nombre de la persona que la recibe en la Columna B.</p>
	<p><b>Reading for information and argument</b></p>	<p>Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support, such as signs for the washroom.</p>	<p>Lea el horario de clases de Raquel y complete las oraciones con la información adecuada.</p>
	<p><b>Reading instructions</b></p>	<p>Can follow short, simple written directions (e.g., to go from X to Y)</p>	<p>Relacione las instrucciones con las imágenes.</p>

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P R O D U C T I O N	<b>3.</b>  <b>Overall Spoken Production</b>	<i>Can use simple, mainly isolated phrases about people and places, basic phrases concerning oneself, one's family and immediate concrete surroundings, when people speak slowly and clearly.</i>	<p>Presentar a los compañeros de clase.</p> <p>También se puede jugar Adivina ¿quién es? Y a partir de una descripción, los compañeros de clase adivinan de quién se está hablando.</p>
	<b>Sustained monologue:</b>  <b>Describing experiences</b>	<i>Can make a simple presentation on familiar topics to describe him/herself, what he/she does and where he/she lives.</i>	<p>Hacer una breve presentación personal de un minuto incluyendo nombre, nacionalidad, centro de estudios y de trabajo, etc.</p>
	<b>Addressing audiences</b>	<i>Can read a very short, rehearsed statement - e.g. to introduce a speaker, propose a toast. Can use a number of isolated words and memorized phrases on a few predictable topics necessary for survival, such as a limited number of activities, preferences and immediate needs. Can describe daily and weekly actions and favourite activities, express likes and dislikes.</i>	<p>Presentar a uno de sus compañeros de clase</p> <p>Me gusta ir a la playa pero no me gusta ir al mercado.</p>

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P R O D U C T I O N	4. <b>Overall Written Production</b>	<i>Can write simple, isolated phrases and sentences linked with simple connectors such as “and”, “but” and “because”.</i>	Escribir mensajes electrónicos simples e informales
	<b>Use of graphemes</b>	<i>Can use diacritical marks with the Roman alphabet.</i>	Can use the correct punctuation marks in interrogative (¿?) and exclamatory sentences (¡!) and place the accent marks where they belong.
	<b>Discursive writing</b>	<i>Can write/type very briefly in connected sentences about everyday some aspects of his/her environment e.g. people, family and places.</i>	Escribir una composición de 75 palabras sobre la universidad donde estudia usando las palabras relacionantes estudiadas.
	<b>Discursive writing</b>	<i>Can write/type very briefly in connected sentences about everyday some aspects of his/her environment e.g. people, family and places.</i>	Escribir un párrafo sobre sus estudios. Las oraciones puedes estar conectadas por y y pero.
	<b>Essays and reports</b>	<i>Not applicable*</i>	

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I N T E R A C T I O N	5. <b>Spoken Interaction</b>	<i>Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</i>	A partir de un tema dado en clases, hacer una breve presentación y responder a las preguntas del interlocutor. Mantener la conversación por 1 minuto.  Por ejemplo: ¿Cómo te llamas? ¿De dónde eres? ¿Estudias o trabajas?
	<b>Conversation</b>	<i>Can make an introduction and use basic greeting and leave-taking expressions.  Can say how they are, ask how people they are and react.</i>	Hola, me llamo Juan y tengo 19 años. Soy canadiense y estudio español. Mi especialidad es La Química. Y usted, cómo está?  -Estoy bien, y usted ¿cómo está? - Regular - Lo siento
	<b>Informal discussion (with friends)</b>	<i>Not applicable*</i>	
	<b>Formal discussion (meetings)</b>	<i>During an oral test, can answer personal questions and ask some basic questions.</i>	-¿Qué estudias? -Español -¿Cuál es tu especialidad? -Biología.
	<b>Goal-</b>	<i>Can understand questions and</i>	. Escuche la grabación y

I N T E R A C T I O N	Competency	Descriptor	Concrete examples
	6. <b>Overall Written Interaction</b>	<i>Can ask for or pass on personal details in written form.</i>	Puede dar su nombre, fecha de nacimiento, país de origen e idioma que habla.
	<b>Correspondence</b>	<i>Can understand and respond to short, simple messages on postcards, chat groups, social media etc.</i>	El estudiante puede entender un correo electrónico simple y puede contestarlo.
	<b>Notes, messages and forms</b>	<i>Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form.</i>	Complete el siguiente formulario con su nombre y apellidos, edad, nacionalidad, fecha de nacimiento y hotel donde se hospeda.

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7. C U L T U R A L & I N T E R C U L T U	<p>Can identify components of other cultural perspectives</p> <p>Can identify some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences.</p>	<p>Can talk about a topic related to the culture(s) in related to the target language</p> <p>Can choose the appropriate way of greetings under various situations.</p> <p>Can explain notions of formality. To whom should one be formal in the target language.</p>	<p>History, cuisine, music, TV shows, movies, etc. For example: can talk about Latin American history, Mexican cuisine or Spanish music, etc.</p> <p>Explain how greetings are used etc.</p> <p>Explain the differences between <i>tú</i> and <i>usted</i>.</p>

<b>R A L C O M P E T E N C Y</b>	<p>Can express openness to others who are culturally different.</p> <p>Can demonstrate respectful and inclusive behaviour.</p>	Interacts using the target language with others and is able to meet people and/or make friends using the target language.	Participates in Spanish club activities
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### Linguistic Competence

Details	Phonological skills
Special attention to words starting with h as it does not sound in Spanish, and the pronunciation of vowels.	Show knowledge and ability to understand, identify and produce most of the sounds of Spanish There can be interference when pronouncing the vowels.
Details	Vocabulary control
<p>Los números del 1-1 000 000</p> <p>Los objetos del aula con sus correspondientes artículos.</p> <p>Los colores</p> <p>Las prendas de vestir</p> <p>Saludos y despedidas.</p>	<p>Have a limited but effective command of around 150-200 words related to the following topics:</p> <ul style="list-style-type: none"> <li>. greetings and farewells, the classroom</li> <li>. nationalities, professions</li> <li>. languages, activities in the language class, leisure activities</li> <li>. the weather, geography, tourist attractions</li> <li>. the colors, clothes, everyday objects</li> </ul>
Details	Grammatical accuracy/control
<ul style="list-style-type: none"> <li>• Gender,</li> <li>• The three conjugations -ar, -er, and -ir</li> <li>• The verbs ser, tener and llamarse</li> <li>• The presente indicativo</li> <li>• Some uses of a, con de, por, para, and porque</li> <li>• The definite article: el, la, los, las</li> </ul>	<p>Can keep word order in basic sentences and common sentence patterns, general questions and negative statements.</p> <p>Yes or No question with ser and estar</p> <p>Affirmative and negative sentences.</p> <p>Agreement</p> <p>The plural forms of nouns</p>

<ul style="list-style-type: none"> <li>• Personal pronouns</li> <li>• Qualifiers: bien, bastante bien, regular and mal</li> <li>• Some uses of hay</li> <li>• The verb estar</li> <li>• The superlative</li> <li>• Un, una, unos, unas</li> <li>• Quantifiers: muy, mucho, mucha, muchos, muchas</li> <li>• Qué, cuál, cuáles, cuántos, cuántas, dónde, cómo</li> <li>• demonstrative pronouns: este, esta, estos, estas, esto</li> <li>• el, la, los, las plus adjective</li> <li>• que plus noun, cual, cuales</li> <li>• tener que plus infinitive</li> <li>• the verb ir</li> <li>• the verb preferir</li> </ul>	<p>Questions with interrogative pronouns: What, where, who, whose, how many, what is the date, etc.</p> <p>Tense: Present indicative</p>
<p>Details</p>	<p>Orthographic competence</p>
<p>Las palabras</p> <p>Teléfono</p> <p>Número</p> <p>Lápiz, etc.</p> <p>¿Qué, cuál, cuáles, cuántos, cuántas, dónde, cómo?</p> <p>¡Qué!</p>	<p>Can write the accents and the punctuation marks whenever needed.</p>
<p>Details</p>	<p>Intercultural Awareness</p>
<p>Específicamente en los saludos y despedidas y en fechas señaladas como La Noche Buena, el fin de año, etc.</p>	<p>Have some basic understanding and knowledge of common cultural facts; Can conduct interaction in Spanish in culturally appropriate ways.</p>



