



**EHU**

Euskal Herriko Unibertsitatea  
Universidad del País Vasco

**INTENSIVE COURSE PROGRAMME**

**2026-2027**

**ADVANCED 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:    | <b>ADVANCED</b>                                                                |
| DURATION: | <b>45 teaching hours</b>                                                       |
| SCHEDULE: | <b>Monday to Friday. From 14:00 a 19:00 hours. Break: 16:00 to 16:30 hours</b> |
| DATES:    | <b>24 August to 4 September</b>                                                |

## 2. COURSE PROGRAMME. ADVANCED LEVEL

### 2.1. GENERAL OBJECTIVES BY SKILLS

| OBJECTIVES                     |                                                                                                                                                                                                  |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Listening Comprehension</b> | -Understand speeches and lectures on familiar topics.<br><br>-Understand news and programs on current issues.<br><br>-Understand films in which a standard language is used.                     |
| <b>Reading Comprehension</b>   | -Read articles and reports related to contemporary problems.<br><br>-Understand contemporary literary prose.                                                                                     |
| <b>Oral interaction</b>        | -Participate in conversations with fluency and spontaneity.<br><br>-Explain and defend a certain point of view in everyday discussions.                                                          |
| <b>Oral expression</b>         | -Describe clearly and in detail topics related to the student's own knowledge and interests.<br><br>-Argue and defend different points of view.                                                  |
| <b>Written expression</b>      | -Write concise and detailed texts on a wide range of topics related to reality and interests.<br><br>-Write reports arguing a specific point of view.<br><br>-Write formal and informal letters. |

### 2.2. GENERAL CONTENTS. ADVANCED LEVEL

- Review and expand the knowledge about the indicative tenses: special uses of the present. Habitual actions, actions in the present moment, universal truths, present with future value, present with past value, express orders.
- Review and contrast past indicative tenses: recent actions, specific actions in the past, habitual actions in the past, previous actions to past ones.
- Develop the ability to express feelings, opinions, complaints, wishes, hypotheses using appropriate idiomatic expressions.
- Develop the ability to express oneself orally and in writing by properly using the discourse connectors.

## 2.3. CONTENT PROGRAMMING

### UNIT 1: I'M GOOD ...

| FUNCTIONAL AND FORMAL CONTENT (GRAMMATICAL)                                                            | READING COMPREHENSION<br>LISTENING<br>COMPREHENSION     | WRITTEN EXPRESSION<br>ORAL EXPRESSION                           | INTERACTION                                                         | SOCIO-CULTURAL<br>KNOWLEDGE AND<br>BEHAVIORS    |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------|
| 1.1. 1.1. Talk about skills. Talking about emotions: verbs with pronouns: make, put on, stay, feel ... | 1.4. <b>Read 1:</b> Multiple intelligences.             | 1.8. <b>Write:</b> things I know how to do ...                  | 1.10. <b>Interact:</b> psychological interpretation through a tree. | Interpersonal relationships between classmates. |
| 1.2. 1.2. Give someone something good / bad.                                                           | 1.5. <b>Listen 1:</b> the rare ones in the family.      | 1.9. <b>Speaking:</b> elaboration of a survey to be carried out |                                                                     |                                                 |
| 1.3. 1.3. Character adjectives. Be good / bad + gerund.                                                | 1.6. <b>Read 2:</b> Vocations.                          | among classmates about skills and non-skills.                   |                                                                     |                                                 |
|                                                                                                        | 1.7. <b>Listen 2:</b> The man who spoke many languages. |                                                                 |                                                                     |                                                 |

### UNIT 2: WHAT HAPPENED TO ME! THOUSAND AND ONE ANECDOTES

| FUNCTIONAL AND FORMAL CONTENT (GRAMMATICAL)                                     | READING COMPREHENSION<br>LISTENING<br>COMPREHENSION | WRITTEN EXPRESSION<br>ORAL EXPRESSION                                                                                                  | INTERACTION                                                                    | SOCIO-CULTURAL<br>KNOWLEDGE AND<br>BEHAVIORS                                                                   |
|---------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| 2.1. Connectors to talk about causes and consequences: how, why, so, so, etc.   | 2.3. <b>Read:</b> the pharmacist (audio story)      | 2.5. <b>Write:</b> elaborate an anecdote that occurred in one of the three Basque capitals: Bilbao, Donostia-San Sebastián or Vitoria. | 2.7. <b>Interact:</b> Choice of the best stories:                              | Relationships. Concepts of partner and friend. Configuration of identity as a group, class and individual. (1) |
| 2.2. The past pluperfect indicative. Combine the use of past tenses in stories, | 2.4. <b>Listen:</b> Lost luggage.                   | 2.6. <b>Speaking:</b> tell stories. Sharing of all the stories.                                                                        | Better written<br><br>Best told<br><br>The funniest<br><br>The most mysterious |                                                                                                                |

### UNIT 3: YOUNG PEOPLE WANT ...

| FUNCTIONAL AND FORMAL CONTENT (GRAMMATICAL)                                                                    | READING COMPREHENSION<br>LISTENING<br>COMPREHENSION                                                         | WRITTEN EXPRESSION<br>ORAL EXPRESSION                         | INTERACTION                                                                                                                  | SOCIO-CULTURAL<br>KNOWLEDGE AND<br>BEHAVIORS                                                                      |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 3.1. Express desires, claims and need: want / expect / wish + infinitive / + que + present of the subjunctive. | 3.3. <b>Read:</b> problems affecting young people.                                                          | 3.6. <b>Write:</b> write an open letter denouncing a problem. | 3.8. <b>Interact:</b> claims of a group in the ELE<br>Republic: retirees, pacifists, separated men and women, unemployed ... | Relationships. Concepts of partner and friend.<br>Configuration of identity as a group, class and individual. (2) |
| 3.2. Vocabulary related to the time in which it was lived: generation X, generation Y (millennials) etc.       | 3.4. <b>Listen 1:</b> Demonstrations<br><br>3.5. <b>Listen 2:</b> The universe about me (Amaral group song) | 3.7. <b>Talk:</b> generational differences.                   |                                                                                                                              |                                                                                                                   |

### UNIT 4: I HAVE AN IDEA!

| FUNCTIONAL AND FORMAL CONTENT (GRAMMATICAL)                                                     | READING COMPREHENSION<br>LISTENING<br>COMPREHENSION | WRITTEN EXPRESSION<br>ORAL EXPRESSION                                            | INTERACTION                                                                            | SOCIO-CULTURAL<br>KNOWLEDGE AND<br>BEHAVIORS                       |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 4.1. Describe the characteristics and how something works.                                      | 4.4. <b>Read:</b> The designer Martín Azúa.         | 4.6. <b>Write:</b> curious inventions of your country (or others of your choice) | 4.8. <b>Interact:</b> team design of an object that solves a problem in everyday life. | Various knowledge in the field of housing, home, transport, etc. . |
| 4.2. Superlatives in ísimo / -a / -os / -as. Exclamatory phrases: what...! What... so / more... | 4.5. <b>Listen:</b> Hispanic inventions.            | 4.7. <b>Speaking:</b> presentation to the rest of the group.                     |                                                                                        |                                                                    |
| 4.3. Relatives with preposition. Use of indicative and subjunctive.                             |                                                     |                                                                                  |                                                                                        |                                                                    |

### UNIDAD 5: LET'S BE MORE JUST AND SOLIDARITY

| FUNCTIONAL AND FORMAL CONTENT (GRAMMATICAL)                                               | READING COMPREHENSION<br>LISTENING<br>COMPREHENSION                                                               | WRITTEN EXPRESSION<br>ORAL EXPRESSION                                         | INTERACTION                                                                                       | SOCIO-CULTURAL<br>KNOWLEDGE AND<br>BEHAVIORS |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------|
| 5.1. Assess situations and events: I think it is right / wrong / unfair that ...          | 5.5. <b>Read:</b> New initiatives to promote more sustainable ways of living: planting a garden, carpooling, etc. | 5.7. <b>Write:</b> propose an initiative to live better in your neighborhood. | 5.9. <b>Interact:</b> in groups, prepare a presentation about a new fair and solidarity movement. | Ecology and Environment.                     |
| 5.2. Give your opinion on actions and behaviors.                                          | 5.6. <b>Listen:</b> Tips that are followed or not to protect the environment.                                     | 5.8. <b>Speaking:</b> presentation of proposals.                              |                                                                                                   |                                              |
| 5.3. Make hypotheses: <i>maybe</i> ,                                                      |                                                                                                                   |                                                                               |                                                                                                   |                                              |
| 5.4. Give advice: <i>simple conditional</i> , <i>I advise you to + subjunctive</i> , etc. |                                                                                                                   |                                                                               |                                                                                                   |                                              |

## 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           | <ul style="list-style-type: none"><li>• Directed work with class material.</li><li>• Correction of work individually or in groups to solve difficulties.</li><li>• Reading texts and reflection on their form and content.</li><li>• Interventions, expositions and oral presentations.</li><li>• Tasks related to audiovisual materials and new technologies.</li></ul>                                                             |
| In class in small groups          | <ul style="list-style-type: none"><li>• Resolution of exercises and formal tasks.</li><li>• Preparation and writing of texts.</li><li>• Oral interaction and expression to resolve issues.</li><li>• Playful activities and games to practice the knowledge acquired.</li><li>• The classroom is a laboratory and a workshop where students learn to observe and seek answers together with other classmates in the group.</li></ul> |
| Out of class: individual or group | <ul style="list-style-type: none"><li>• Preparation and resolution of formal tasks.</li><li>• Preparation and writing of texts.</li><li>• Preparation of brief presentations and / or oral presentations.</li><li>• Reading (recommended) of different types of texts.</li></ul>                                                                                                                                                     |

| TICS                                                            | DESCRIPTION                                                                                                                              |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="http://www.ver-taal.com/">http://www.ver-taal.com/</a> | 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 a time plan for the virtual classroom:

| 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%        |

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

## 2.6. TUTORING

Two tutoring sessions will be available to solve any questions, concerns, or problems that may arise during the course.

The teacher will remind students to submit their questions the day before the tutoring session (dates are listed below).

**First week's tutoring session:      THURSDAY, AUGUST 26      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 assistance to class, there will be two possible ways of assessment.

#### 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<br>-Reinforcement tasks<br>-Personal work<br>-Dedication and effort<br>-Tasks or oral presentations | 0,5 points<br>0,5 points<br>0,5 points<br>0,5 points<br>1 point<br><b>Total: 3 points</b><br>(Minimum required: 1.5 points) |
| 2. WRITING SKILLS | WRITING (I)<br>Date: Thursday, August 27th<br>WRITING (II)<br>Date: Thursday, September 3rd                                             | 1 point<br>1 point<br><b>Total: 2 points</b><br>(Minimum required: 1 point)                                                 |
| 3. FINAL EXAM     | Date: Thursday, September 3rd<br>Time: 14:00-15:30                                                                                      | <b>Total: 5 points</b><br>(Minimum required: 2.5 points)                                                                    |
| TOTAL             |                                                                                                                                         | <b>10 points</b><br>(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                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>-Thursday, September 3rd<br/><b>In a single call</b></p> <p>-TIME: 14:00-15:30</p> <p><b>NOTE:</b><br/><b>There is no second call</b></p> | <p>The test has 4 parts:</p> <ul style="list-style-type: none"><li>▪ 1 LISTENING<br/>(Skills exercises)</li><li>▪ 1 READING<br/>(Skills exercises)</li><li>▪ 1 WRITING<br/>(Skills exercises)</li><li>▪ 1 SPEAKING<br/>(Skills exercises)</li></ul> | <ul style="list-style-type: none"><li>▪ 2,5 points<br/>(Minimum required:: 1,25 points)</li><li>▪ 2,5 points<br/>(Minimum required:: 1,25 points)</li><li>▪ 2,5 points<br/>(Minimum required:: 1,25 points)</li><li>▪ 2,5 points<br/>(Minimum required:: 1,25 points)</li></ul> |
|                                                                                                                                              |                                                                                                                                                                                                                                                     | <p><b>Maximum score: 10 points</b><br/><b>Minimum required: 5 points</b></p> <p><b>NOTE:</b> 1.25 points in each of the parts assessed</p>                                                                                                                                      |

#### 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](mailto: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](mailto:cursosehu@lacunza.com)

## 5. GUIDANCE BIBLIOGRAPHY: ADVANCED LEVEL

### Methods

- M<sup>a</sup> Ángeles ÁLVAREZ MARTÍNEZ *et alii*, *Sueña 3*, Madrid: Anaya: Universidad de Alcalá, 2001.
- Jaime CORPAS *et alii*, *Aula 5*, Barcelona: Difusión, 2007
- Concha MORENO, *Temas de gramática. Nivel Superior*, Madrid: SGEL, 2001.
- Concha MORENO *et alii*, *Avance. Curso de español. Nivel Intermedio-Avanzado*, Madrid: SGEL, 2003.
- Concha MORENO *et alii*, *En gramática. Nivel B2*, Madrid: Anaya, 2007.
- VV. AA., *El ventilador. Curso de español de nivel superior*, Barcelona: Difusión, 2006.

### Skills

- AA.VV. *Historias cortas para aprender español. Relatos*. Madrid: Edinumen, 2011.
- AA.VV. *Historias cortas para aprender español. Relatos II*, Madrid: Edinumen, 2013
- Isabel SANTOS *et alii*, *De cine. Fragmentos cinematográficos para el aula E/LE*, Madrid: SGEL, 2001.
- David VARGAS, *Tú y yo. Actividades de interacción oral y escrita. Nivel C*. Madrid: Edelsa, 2011. (Material fotocopiable).

### Vocabulary

- Pablo MARTÍNEZ, *Ejercicios de léxico, Nivel Avanzado*, Madrid: Anaya, 2001.
- Pedro TENA *et alii*, *El bloc. Español en imágenes*, Madrid: Edinumen, 2007.
- Gordana VRANIC, *Hablar por los codos. Frases para un español cotidiano*, Madrid: Edelsa, 2004.

### 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 Superior*, 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/>