



EHU

Euskal Herriko Unibertsitatea
Universidad del País Vasco

INTENSIVE COURSE PROGRAMME

2026-2027

INTERMEDIATE 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:	INTERMEDIATE
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. INTERMEDIATE LEVEL

2.1. GENERAL OBJECTIVES BY SKILLS

OBJECTIVES	
Listening Comprehension	- Understand main ideas in clear speeches when dealing with everyday issues that happen in their environment. - Understand main ideas of radio and television programs that deal with current affairs.
Reading Comprehension	- Understand the description and narration of events, wishes and feelings expressed in personal letters. - Understand texts written in a language of habitual and daily use related to the immediate environment.
Oral interaction	- Develop and participate in conversations on topics related to daily life or topics of personal interest: work, travel, leisure and social events.
Oral expression	- Describe experiences, dreams, ambitions, wishes and reactions. - Explain and justify opinions and projects. - Narrate the plot of a book, movie, story or story.
Written expression	- Write simple texts on familiar or interesting topics. - Write personal letters with own experiences and impressions.

2.2. GENERAL CONTENTS. INTERMEDIATE LEVEL.

- Expand vocabulary and develop structures to improve communication about the closest reality. Review of regular and irregular presents.
- Review and expand the structures to talk about each one's own life and that of others, in the present and past.
- Develop the student's communication skills when expressing instructions and/or advice.
- Know and use some idiomatic expressions in appropriate contexts.

2.3. CONTENT PROGRAMMING

UNIT 1: MY THINGS AND I

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: I can't live without ...	1.6. Write: and now you ..., I can't live without ...	1.8. Interact: decide the criteria for considering something a fad.	Consumption habits: measures and units of purchase. Periods of the year in which these are purchased.
1.2. Everyday objects. Character description.	1.5. Listen: Essential things.	1.7. Talk: Survey: Three Cities You Have Been to. Three gifts they have given you. Three non-alcoholic drinks. Three fruits ...	Design a gift catalog for different situations.	Division of products by categories. Products considered basic
1.3. Things we use: the relative pronoun: what, what, what.				

UNIT 2: TIME IS GOLD AND LIFE

FUNCTIONAL AND FORMAL CONTENT (GRAMMATICAL)	READING COMPREHENSION LISTENING COMPREHENSION	WRITTEN EXPRESSION ORAL EXPRESSION	INTERACTION	SOCIO-CULTURAL KNOWLEDGE AND BEHAVIORS
2.1. Men, women and children. Hours and customs. Daily actions. Propose.	2.3. Read 1: Time is not money, it is life.	2.6. Write: why learn another language.	2.8. Interact: learning agenda: how we are going to study Spanish.	Relationships. Concepts of partner and friend. Configuration of identity as a group, class and individual.
2.2. Assess and give your opinion: it seems to me, it seems to me that.	2.4. Listen: A family adventure.	2.7. Speaking: how do your classmates and your teacher speak?		
	2.5. Read 2: A country in figures.			

UNIT 3: COMMUNICATE

FUNCTIONAL AND FORMAL CONTENT (GRAMMATICAL)	READING COMPREHENSION LISTENING COMPREHENSION	WRITTEN EXPRESSION ORAL EXPRESSION	INTERACTION	SOCIO-CULTURAL KNOWLEDGE AND BEHAVIORS
3.1. Communication experiences. Perfect tense.	3.4. Read: Homo netizen.	3.6. Write: opinion article about the changes that the internet has brought.	3.8. Interact: Internet guide for future visiting students: what, how and why to choose Bilbao, San Sebastián or Vitoria for this experience.	Interpersonal relationships: classmates and through networks and technology.
3.2. The verb to know / speak. Other language verbs: say, count.	3.5. Listen: The globalized world and the internet: new forms of communication.	3.7. Speaking: advantages and disadvantages of the internet, networks and other tools for a visiting student.		
3.3. Habits in communication. Communication problems.				

UNIT 4: LIFE AND WORK

FUNCTIONAL AND FORMAL CONTENT (GRAMMATICAL)	READING COMPREHENSION LISTENING COMPREHENSION	WRITTEN EXPRESSION ORAL EXPRESSION	INTERACTION	SOCIO-CULTURAL KNOWLEDGE AND BEHAVIORS
4.1. Temporary markers: from, since, from... to. The past indefinite: regular and main irregular.	4.3. Read 1: Three brave women.	4.6. Write: Events in your country.	4.8. Interact: search, knowledge and presentations of relevant people from Euskal Herria: Edurne Pasabán, Bernardo Atxaga, Kepa Junkera,	Education and culture.
4.2. Biographies and facts in the life of a person. Periphrasis: start to, stop, go back to + infinitive.	4.4. Listen: Travel to a country full of history: Mexico. 4.5. Read 2: Historical events in recent Spain. The biography of my aunt Rosario.	4.7. Speaking: guessing famous people from each country: artists, writers, actors, musicians, politicians ...		

UNIT 5: THEY WERE DIFFERENT TIMES! THAT'S HOW IT WENT!

FUNCTIONAL AND FORMAL CONTENT (GRAMMATICAL)	READING COMPREHENSION LISTENING COMPREHENSION	WRITTEN EXPRESSION ORAL EXPRESSION	INTERACTION	SOCIO-CULTURAL KNOWLEDGE AND BEHAVIORS
5.1. How have we changed: now ... and before? Imperfect indicative.	5.4. Read: Miles of smiles.	5.6. Write: tell the story of the short and the dialogues.	5.8. Interact: Elaboration of a short or micro-drama show.	Professional scope: relationships between coworkers.
5.2. Compare times and / or past situations. Connectors: when, at that time, at that time. Other connectors: then, instead, the truth, that is, also ...	5.5. Audiovisual activity: How my parents met... (Short film: Paperman)	5.7. Speaking: representation of the short.		Culture: media: cinema and theater.
5.3. Imperfect and undefined contrast.				

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	• Directed 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 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). If no questions or concerns arise prior to the tutoring session, the teacher can use the time to review any topic.

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 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	
	Time: 14:00-15:30	Total: 5 points (Minimum required: 2.5 points)
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 In a single call -TIME: 14:00-15:30 NOTE: There is no second 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 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: ursosidiomas@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: INTERMEDIATE LEVEL

Methods

- Rosario ALONSO RAYA *et alii*, *Gramática básica del estudiante de español*, Barcelona: Difusión, 2005.
- Jaime CORPÁS *et alii*, *Aula 3 y Aula 4*, Barcelona: Difusión, 2004.
- Anabel DE DIOS y Sonia EUSEBIO, *Etapa 7. Géneros. (B1.2)*. Madrid: Edinumen, 2010.
- Anabel DE DIOS y Sonia EUSEBIO, *Etapa 8. El blog. (B1.3)*. Madrid: Edinumen, 2010.
- Mónica GARCÍA-VIÑÓ SÁNCHEZ *et alii*, *Acento español*, Madrid: Acento Español, S.L., 2005.

Skills

- AA.VV. *Historias cortas para aprender español. Relatos*. Madrid: Edinumen, 2011.
- AA.VV. *Historias cortas para aprender español. Relatos II*, Madrid: Edinumen, 2013.
- María José LOBÓN LÓPEZ *et alii*, *Expresión oral. Nivel intermedio A2-B1*, Madrid: en-CLAVE-ELE, 2007.
- Lidia LOZANO y Nuria VAQUERO, *Actividades para el Marco común europeo B1*, Madrid: en-CLAVE-ELE, 2005.
- José SILÉS ARTÉS *et alii*, *Curso de lectura, conversación y redacción. Nivel Intermedio*, Madrid: SGEL, 2001
- David VARGAS, *Tú y yo. Actividades de interacción oral y escrita. Nivel B*. Madrid: Edelsa, 2010. (Material fotocopiable)

Vocabulary

- Eugenio CASCO MARTÍN, *El español coloquial*, Madrid: Edinumen, 2ª ed., 2000.
- Pablo MARTÍNEZ, *Ejercicios de léxico, Nivel Intermedio*, 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 Intermedio*, 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/>