



EHU

Euskal Herriko Unibertsitatea
Universidad del País Vasco

SPANISH COURSE FACE TO FACE PROGRAMME

ADVANCED LEVEL

AUTUMN 2026

FIRST SEMESTER



INDEX

Pages

1.	INTRODUCTION	3
2.	COURSE PROGRAMME: ADVANCED LEVEL	4
	2.1. General objectives	4
	2.2. Course contents	5
	2.3. Classroom planning	6
	2.4. Methodology and formative activities	7
	2.5. Tutoring	10
3.	ASSESMENT	11
	3.1. Continuous assessment	11
	3.2. Final assessment	12
4.	CONTACT	13
5.	BIBLIOGRAPHY	14

1. INTRODUCTION

The extensive courses are designed to enable students to acquire the necessary language competencies and skills to support the academic and cultural experience they will have during their stay at the University of the Basque Country (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.

In addition, at each location (Vitoria/Gasteiz, Bilbao, Leioa, Donostia/San Sebastián), students will carry out four out-of-classroom activities where they can experiment, interact, and put the material they have learned into practice.

GENERAL COURSE INFORMATION

LEVEL:	ADVANCED
DURATION:	60 teaching hours
DATES:	From 7th of September to 16th of December, 2026
SCHEDULE:	Monday and Wednesday. From 13:30 to 15:30

2. COURSE PROGRAMME: ADVANCED LEVEL

2.1. GENERAL OBJECTIVES

OBJECTIVES	
LISTENING COMPREHENSION	Understand speeches and lectures on familiar topics. Understand news, programs, and movies.
READING COMPREHENSION	Read articles and reports regarding contemporary issues. Understand contemporary literary prose.
ORAL EXPRESSION	Describe clearly and in detail topics related to the student's own knowledge and interests. Present arguments for different points of view.
ORAL INTERACTION	Participate in conversations with fluency and spontaneity. To be able to explain and defend one's point of view in everyday discussions.
WRITTEN EXPRESSION	Write concise and detailed texts on a wide range of topics related to reality and interests. Writing reports arguing a specific point of view, as well as formal and informal letters.

2.2. GENERAL CONTENT

Review and expand knowledge of indicative tenses: special uses of the present tense. Habitual actions, actions occurring at the present moment, universal truths, the present with future meaning, the present with past meaning, and expressing commands.

Review and contrast past indicative tenses: recent actions, specific past actions, habitual past actions, and actions prior to other past actions.

Learn about other uses of the affirmative and negative imperative, such as invitations and requests for permission. Expand knowledge regarding the uses of the subjunctive mood in the present, perfect, imperfect, and pluperfect tenses.

Develop the ability to express feelings, opinions, complaints, wishes, and hypotheses using appropriate idiomatic expressions. Develop the ability to express oneself orally and in writing using discourse connectors appropriately.

2.3. CLASSROOM PLANNING

Below, we present a schedule for classroom time:

DEDICATION	AIMS
10%	Warm-up and/or review of material covered in the previous session.
15%	Presentation of new content.
15%	Written or oral practice (individual or in pairs).
15%	Written or oral practice (individual or in pairs).
15%	Oral expression and interaction activities (individual or in pairs).
15%	Comments, questions and answers. Feedback.
15%	Closing of the session.

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

2.4. METHODOLOGY AND FORMATIVE ACTIVITIES

In the case of extensive courses, learning takes place on a weekly basis through individual or team assignments, featuring a variety of activities designed to develop language skills.

ORGANIZATION	FORMATIVE ACTIVITIES
IN CLASS (IN LARGE GROUP)	• Guided work using class materials. • Review of the work, either individually or in groups, to address difficulties. • Reading of texts and reflection on their form and content. • Interventions, exhibitions, and oral presentations. • Tasks related to audiovisual materials and new technologies.
IN CLASS (IN SMALL GROUPS)	• Completion of exercises and formal assignments. • Preparation and drafting of texts. • Oral interaction and expression for addressing topics. • Fun activities and games to practice the knowledge acquired. • Observe and seek answers by collaborating in small groups.
OUT OF CLASS (INDIVIDUAL OR GROUP)	• Preparation and completion of formal tasks. • Preparation and drafting of texts. • Preparation of brief presentations and/or oral presentations. • (Recommended) reading of various types of texts.

TICS	DESCRIPTION
http://www.ver-taal.com/	This platform will be used to learn, review, or refine lexical, grammatical, cultural, or audiovisual elements related to the content already studied or yet to be studied.

OUT OF CLASSROOM ACTIVITIES
DESCRIPTION: To offer students the opportunity to put into practice what they have learned in class and to develop their intercultural dimension in various settings, such as: Space and surroundings: their new city Art and culture Economy and trade Exposure NOTE: Dates for out-of-classroom activities will be scheduled taking into account public holidays, the availability of spaces, or the needs of the group.

OUT OF CLASSROOM ACTIVITIES	DESCRIPTION
	ACTIVITY 1. THE ENVIRONMENT WHERE I LIVE NOW: THE CITY AND ITS PEOPLE Brief description: after the first few weeks in the city, students practice the Spanish they have learned by moving around and getting to know the city.
	ACTIVITY 2. ART AND CULTURE Brief description: visit a museum or exhibition to put Spanish into practice in relation to the exhibition's theme.
	ACTIVITY 3. ECONOMY AND TRADE Brief description: visit the supermarket or market to check product prices and, when the time comes, be able to place orders and put together a shopping basket using local products.
	ACTIVITY 4. PRESENTATION Brief description: to share the experience lived together and leave testimonials for current and future students.

2.5. TUTORING

During the course, there will be four in-person tutorial sessions where students can have their questions answered, either in a group setting or individually.

If the questions are shared by the whole class, everyone will participate. If they are individual or specific to a particular group, the teacher will provide guidance to each student or group while the rest of the students continue working in the classroom.

HOW TO SIGN UP: Interested students may request a session via email: cursosehu@lacunza.com

DAY OF APPLICATION	IN PERSON-TUTORING	SCHEDULE
Monday, September 28	TUTORIAL 1: Wednesday, September 30	Schedule: 15:00 to 15:30
Monday, October 26	TUTORIAL 2: Wednesday, October 28	Schedule: 15:00 to 15:30
Monday, November 24	TUTORIAL 3: Wednesday, November 25	Schedule: 15:00 to 15:30
Monday, November 30	TUTORIAL 4: Wednesday, December 2	Schedule: 15:00 to 15:30

In addition, there will be **two online tutorial sessions** during the course so that students can have their questions answered individually.

HOW TO SIGN UP: Interested students may request a session via email: cursosehu@lacunza.com

DAY OF APPLICATION	IN PERSON-TUTORING	SCHEDULE
Wednesday, September 30	TUTORIAL 1: Monday, October 5	Schedule: 15:30 to 16:30
Wednesday, November 4	TUTORIAL 2: Monday, November 9	Schedule: 15:30 to 16:30

3. ASSESSMENT

Depending on class attendance, students may be evaluated in two ways.

NOTE: There is no second exam opportunity for these courses.

3.1. CONTINUOUS ASSESSMENT

To be assessed via continuous evaluation, students must attend 85% of class hours and achieve a minimum score in each of the three assessment components (participation, writing, and final exam). (See table)

ATTENTION: If the minimum score is not achieved on any of the elements to be evaluated, the result will be “NOT SUITABLE.”

ELEMENTS	DESCRIPTION AND DATES	POINTS
1. PARTICIPATION	- Cooperative classroom tasks - Interest and participation - Individual 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	WRITTEN ASSIGNMENT (I) Date: Wednesday, October 7 WRITTEN ASSIGNMENT (II) Date: Wednesday, December 9	0,75 points 0,75 points Total: 1,5 points (Minimum required: 0,75 points)
3. ORAL EXPRESSION AND INTERACTION	Assignments or oral presentations within each working group	Total: 1,5 points (Minimum required: 0,75 points)
4. ACHIEVEMENT TEST	Date: Wednesday, October 7 Duration: 45–60 min	Total: 2,5 points (Minimum required: 1,25 points)
5. FINAL EXAM	Date: Wednesday, December 9 Duration: 45–60 min	Total: 2,5 points (Minimum required: 1,25 points)
TOTAL		10 points (Minimum required: 5 points)

3.2. FINAL ASSESSMENT

Students who do not meet the 85% attendance and active participation requirement must take a final exam covering all material taught during the course.

The final result will constitute 100% of the grade; to be deemed "PASS" (APTO), the candidate must obtain the minimum required score (1.25 points) in each of the evaluated competencies (see table).

ATTENTION: If the minimum score is not achieved for each of the elements to be evaluated, the result will be “NOT SUITABLE.”

ELEMENTS	DESCRIPTION AND DATES	POINTS
WEDNESDAY, DECEMBER 9 Duration: 60–90 minutes	The test has 4 parts: • LISTENING COMPREHENSION (1 task) • READING COMPREHENSION (1 task) • WRITTEN EXPRESSION (1 task) • ORAL EXPRESSION AND INTERACTION (1 task)	▪ 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 for each of the skills	

4. CONTACT

Inquiries regarding enrollment, requests for level changes, credits, and certification will be handled by the EHU coordination team via email at: cursosidiomas@ehu.eus

Inquiries regarding class attendance, as well as comments and complaints concerning the conduct of the course or the teaching staff, will be addressed by the course academic coordination team via email at: cursosehu@lacunza.com

5. BIBLIOGRAPHY

COURSE MANUAL

Damaris ÁLVAREZ RAMOS et alii, *Destino Erasmus 2*, Madrid: SGEL / Barcelona: Universitat, 2008.

Methods

- M^a 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/>