

# SPANISH INTENSIVE COURSE

INTERMEDIATE LEVEL  
2025



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# 1. INTRODUCTION

Welcome to the Spanish intensive **intermediate course**!

In this document you will find detailed information about the educational approach and the benefits you will gain as you embark on this exciting journey of learning Spanish, a globally significant language that will open up numerous opportunities for you.

Our programme focuses on fundamental skills, from grammar to oral fluency, to give you a solid foundation of the language. We have a team of experienced teachers and a variety of interactive resources to help you learn in a stimulating way. Throughout the course, you will acquire the ability to communicate effectively, interact socially and understand simple texts in Spanish.

Our goal is your success, which is why we offer a personalised follow-up to help you achieve your language goals. We want to provide you with an enriching educational experience, tailored to your individual needs.

We hope you will be motivated and excited to embark on this thrilling journey of Spanish language discovery.

# SPANISH INTENSIVE COURSE



## GENERAL INFORMATION

**Level:**

Intermediate.

**Total hours:**

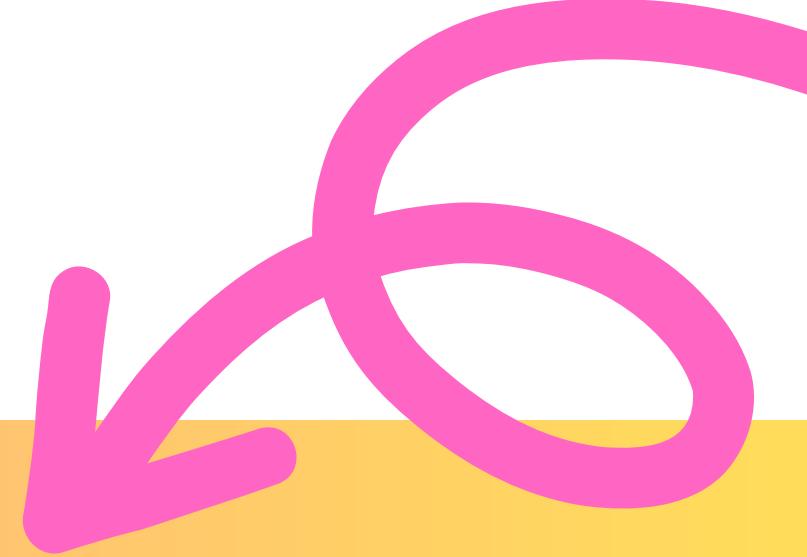
45 teaching hours.

**Schedules:**

Monday to Friday from 14:00 to 19:00,  
30 minute break from 16:00 until 16:30.

**Dates:**

August 25 - September 5, 2025.



## 2. OBJECTIVES

The objectives of the course will be achieved by performing exercises and practices through the following skills:

### ORAL COMPREHENSION

- Understand conversations and short dialogues in daily situations.
- Identify specific information like names, places and actions.
- Grasp implicit meaning in conversations or simple advertisements.
- Acquire vocabulary and understand basic grammatical structures in authentic audios.
- Develop skills of active listening and tracking of verbal instructions.

### ORAL EXPRESSION

- Participate in simple conversations about daily subjects.
- Use vocabulary and basic expressions to communicate in real situations.
- Express opinions, likes, wishes and needs in a clear and coherent way.
- Use basic grammatical structures and adequate verb tenses.
- Develop pronunciation, intonation and fluency through speech.

### READING COMPREHENSION

- Read and understand simple and short texts in Spanish.
- Identify relevant information and specific details in texts.
- Grasp the overall message and main ideas of writings.
- Recognize and understand contextual vocabulary and basic grammatical structures.
- Develop quick reading and comprehension skills of different types of texts.

### WRITTEN EXPRESSION

- Write understandable and simple words, clauses and sentences.
- Develop the ability to write short messages and emails.
- Use vocabulary and basic grammatical structures in a right way.
- Organize ideas in a coherent way using the right linking words.
- Improve writing skills through regular practice and correction of mistakes.

### 3. SYLLABUS

## INTERMEDIATE LEVEL

- **The adventure of traveling.** Use of past tenses: simple/compound past tense, perfect/imperfect past tense. / Talk about a journey or experience. / The lexicon of traveling: transport, documents.
- **Relationships.** The forms and use of the conditional to make recommendations. / Talk about personal relationships and express feelings. / The lexicon of family, personal relationships, and kinship.
- **The art of eating.** The forms and use of the imperative to give orders and direct advice. / Describe a balanced diet and healthy habits. / The lexicon of food and gastronomy.
- **The right to education.** The present tense of the subjunctive with expression of wishes. / Talk about the education and training you received. / The lexicon of education and educational stages.
- **Working.** The present tense of the subjunctive with expressions of assumptions and possibility. / Predict the working future and evaluate job positions. / The lexicon of working conditions and professions.
- **Means of communication.** The use of indicative and subjunctive with expressions of opinion. / Debate about the means of communication and access to information. / The lexicon of the means of communication and social media.
- **Cohabitation.** The indefinite and the relative clause with the indicative and the subjunctive. / Describe and evaluate the environment: should you live in the countryside or city? / The lexicon of the city and urban elements.

### 3. SYLLABUS

## INTERMEDIATE LEVEL

- **Beyond consumption.** The use of **ser** and **estar**, expressions of acknowledgement and valuation. / Present and evaluate information. / The lexicon of purchasing, consumption, and types of shopping.
- **Health issues.** The forms and use of verbal periphrases with infinitive and gerund. / Talk about your experience during the pandemic and isolation, talk about experienced changes. / The lexicon of physical illnesses and mental disorders.
- **Sustainable development.** “Para” and “para que”, expression of intent, indirect speech with indicative and subjunctive. / Repeat and opinion and voice your opinion on sustainable development. / The lexicon of ecology, recycling, and renewable energy.
- **A caring society.** The present tense of the subjunctive of verbs of influence, adverbs ending in **-mente**. / Indicate the manner of doing something and debate about inequalities. / The lexicon of inequalities, peace, and justice.
- **Sports ethics.** The use of **se**, the verbs **ser** and **estar**. / Evaluate rare sports and elite athletes, talk about the ethics of sports. / The lexicon of sports and athletes.
- **The pleasure of reading.** The subjunctive of verbs related to likes and feelings, and the difference between **por** and **para**. / Recommend and describe emotions. / The lexicon of literary genres and types of text.
- **Home cinema.** Temporal clauses with infinitive, indicative, and subjunctive. / Comment on television habits and cinematographer, evaluate a series. / The lexicon of television series (past and present) and movies.
- **This sounds like music to me.** Object pronouns, verbs that change meaning with or without pronouns. / Express likes and habits with music. / The lexicon of music, performers and ways to listen.

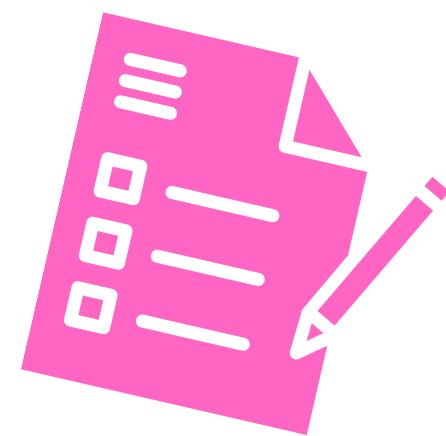
## 4. PLANNING

### CLASS TIME PLANNING

The following is an approximate division of a class:

- Introduction and review of the previous class: 10 % of the time.
- Presentation of new content and explanation: 15 % of the time.
- Oral and written practice in pairs or small groups: 15 % of the time.
- Reading comprehension activities: 15 % of the time.
- Vocabulary expansion and practical exercises: 15 % of the time.
- Questions and answers, and feedback: 20 % of the time.
- Closing of the class: 10 % of the time.

It is important to keep in mind that these percentages are only a suggestion and may vary according to the needs of the students and the learning pace of the class.



## 5. METHODOLOGY

The methodology of the course is based on a communicative and interactive approach, focusing on the students developing their learning skills. The course aims to work on the four linguistic skills (listening, reading comprehension, writing and oral expression) in a balanced way while applying them to real-life communicative situations through:

- **Task-based learning.** Learning is promoted through the performance of meaningful and contextualized tasks that reflect real-life situations.
- **Work in pairs and groups.** Collaborative work and interaction among students is encouraged.
- **Use of practical materials.** Practical materials such as texts, audios, videos and real communication situations are used to develop students' communicative competence.
- **Use of ICT** (Information and Communication Technologies). Technological tools, such as Google Classroom, are used to enrich the teaching-learning process.
- **Formative evaluation and feedback.** Continuous and formative evaluation is carried out to monitor student progress. Regular feedback is provided on their performance and opportunities for improvement are offered.

## 6. EVALUATION

The evaluation of students enrolled in the course is done by taking into consideration their class attendance. Depending on the case, **continuous** or **final evaluation** will be applied.



## 6.1. CONTINUOUS EVALUATION



**Continuous evaluation is applied if the student has participated in at least 85 % of the classes.**

The **final grade (100 %)** will be the result of the average grades in the following sections:

1. Attitude and participation in class.
2. Graded assignments.
3. Final examination.

It is necessary to pass each section with a minimum mark of 5 over 10 for the averages to be calculated in the following percentages:



## 6.1. CONTINUOUS EVALUATION

### 1) Attitude and participation in class, 20 % of the qualification

Attitude. Evaluation of behaviour in class, respect towards teachers and classmates.

Participation. Evaluation of participation level in class based on questions and answers, interactions with other students and contributions in discussions.

### 2) Graded assignments, 40 % of the qualification

Evaluation of completion and quality of graded assignments during the course: listening and reading comprehension, and oral and written expression (10 % each).

The mark for this section will be the average of the marks on the four skills. Assignments not handed in will be graded 0.

### 3) Final examination, 40 % of the qualification

Integral evaluation of the four linguistic skills (reading and listening comprehension, oral and written expression) and knowledge of vocabulary and grammar acquired throughout the course.

It is necessary to pass each section in the final examination with a minimum mark of 5.

The exam will be on **September 4** and will be about 60-90 minutes.



## 6.2. FINAL EVALUATION



**Final evaluation is applied if the student has not participated in 85 % of the classes.**

The grade will depend 100 % on the final examination. To pass the course, it is necessary to pass all sections tested in the final exam with a minimum mark of 5.

**Final examination:** 100 % of the grade.

The final examination will be on September 4 and will be about 60-90 minutes.



## 7. BIBLIOGRAPHY

### **Resource Bank (Textbooks):**

"Aula Internacional" by Jaime Corpas, Eva García, Agustín Garmendia, Carmen Soriano, Emma López and Alicia Verdú. Dissemination, 2014.

"Nuevo Prisma" by Equipo Prisma, 2013.

"Passport: Spanish for Young People" by Neus Sans. Edelsa, 2008.

"Gente Joven" by Neus Sans and María José Martínez. Diffusion, 2013.

### **Skills:**

"Teaching Spanish as a second language" in "The Routledge Handbook of Spanish LanguageTeaching: methodologies, contexts and resources for teaching Spanish as a second language". Oxon, New York, Routledge, 2019, 702 pp. ISBN 978-1-138- 18290-5. By Javier Muñoz-Basols, Elisa Gironzetti and Manel Lacorte.

"Methodology of the Teaching of Spanish as a Foreign Language" by Isabel Santos Gargallo and Susana Pastor Cesteros. Arco Libros, 2022.

### **Vocabulary:**

"Vocabulary in Context: Exercises and lexical explanations" by Natalia Fernández López-Rey and María Ruiz de Gauna. Moreno. Edinumen, 2007.

Phonetics and Pronunciation: "Handbook of Spanish phonetics and phonology" by Clegg and Fails. Routhledge, 2017.

### **Online Platforms:**

Duolingo (<https://es.duolingo.com/>), Memrise (<https://www.memrise.com/es/>), Quizlet (<https://quizlet.com/es>), BBC Languages (<https://www.bbc.co.uk/languages/index.shtml>), Instituto Cervantes (<https://cervantes.org/>) and Español Extra (<https://www.espanolextra.com/>).

## 8. CONTACT

- Enrolment enquiries, requests for changes of level, enquiries about credits and certification should be dealt with by the UPV/EHU coordination, via email: [\*\*cursosidiomas@ehu.eus\*\*](mailto:cursosidiomas@ehu.eus)
- If you have any queries about class attendance, complaints about the course or the teaching staff, please contact Always School of Languages coordinating office via email: [\*\*escuela@always-idiomas.com\*\*](mailto:escuela@always-idiomas.com)

