

# SPANISH EXTENSIVE COURSE (FACE-TO-FACE)


ADVANCED LEVEL  
ACADEMIC YEAR 2024-2025  
SEMESTER 2 (SPRING)





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# 1. INTRODUCTION

Welcome to the on-site Spanish **extensive 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.

## GENERAL INFORMATION

**Level:**

Advanced (B1-B2)

**Total hours:**

60 teaching hours.

**Schedules:**

Monday and Wednesday from 13:30 until 15:30.

**Dates:**

January 20 - May 7, 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

## B1 LEVEL

- **Identity question:** the verbs **ser** and **estar** to identify and describe people and to express opinions with indicative or subjunctive./ The present perfect of the subjunctive./ Describe others, express your opinion and evaluate reality./ Expressions of certainty and valuations.
- **Like life itself:** the use and differences of past tenses./ Talk about past biographies and stories and the story of a movie./ Adverbs of frequency and the lexicon of cinema.
- **Reasons to travel:** the imperfect subjunctive to talk about impossible wishes and opinions on the past./ Express past feelings and emotions to talk about travels./ Reasons to travel.
- **Family and friends:** relative pronouns, adverbs, and relative clauses with indicative and subjunctive./ Comment on and discover family and interpersonal relationships./ Relationships between people.
- **Survival of the planet:** causal, consecutive and conditional clauses./ Speculate on the causes and consequences and possible ecological solutions./ Ecology and environment.
- **The art of eating:** causal sentences with indicative and subjunctive, and suffixes with appreciative value./ Describing flavours and evaluating gastronomic proposals./ Food and flavours.
- **Is sport healthy?:** consecutive clauses with indicative and subjunctive, final sentences with infinitives and subjunctive./ Explain inappropriate and risky behavior in sports./ Sports and activities.

# 3. SYLLABUS

## B2 LEVEL

- **The world of work:** periphrases and verbs of change./ Give detailed requirements on how to have a good job position and describe good and bad situation in a work environment./ Working situations.
- **With a lot of art:** passive voice, verbs of thought and opinion with indicative and subjunctive./ Talk about art and give an opinion on critic or art critic./ Art and artistic manifestations.
- **Are you well-informed?:** indirect speech in present and past./ Inform about and describe leading opinion professionals./ Means of communication and the veracity of information.
- **Like father like son:** temporal clauses and verbs with prepositions./ Relate surprising biographies and individual people./ People.
- **We all have problems:** concessive clauses with indicative and subjunctive, the contrast between the diminutives ending in **-ita** or **-illo**./ Personal and work problems, and feelings.
- **Of love and shadow:** reciprocal verbs and the expression of impersonality./ Tell a love story and discover toxic relationships./ Love and feelings.
- **Not without a phone:** presence and absence of articles, **cualquier** and **cualquiera**, and the change of meaning depending on the position of adjectives./ Debate about the misuse of phones and social media, mobile devices and their risks.
- **Don't tell me stories:** prepositions and verbs with prepositions./ Tell stories and tales.

## 4. PLANNING

### CLASS TIME PLANNING

The following is an approximate division of a class, although these percentages may vary according to the needs of the students and the learning pace of the group:

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





# 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 and 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. ACTIVITIES OUTSIDE THE CLASS

## ACTIVITY 1

February 19



**Hello, nice to meet you.** An activity will be organized in which the student will perform a linguistic survey in the local community. Divided into groups, each group will formulate questions related to the topics given in class, such as greetings, daily expressions or culinary preferences. The student will interview local people and collect information about the use of the language in the community.

## ACTIVITY 2

March 12



**To eat in and take away.** We will organize a meal in a local restaurant. The student will have the opportunity to practice the target language by interacting with the restaurant staff and order in the target language. Vocabulary and useful phrases are provided before the activity. After eating, there will be a short discussion about the culinary experiences and opinions will be shared.

## ACTIVITY 3

April 2



**A cultural afternoon.** The students will visit a place of cultural interest where they will explore the culture, history or art of the region. It will encourage them to closely observe the place and take notes of the most interesting aspects. After the visit, there will be a conversation activity to share impressions and reflexions about what has been learned during the visit.

## ACTIVITY 4

April 16



**Tastes and smells.** The students will explore and learn about local products, they will be encouraged to interact with local merchants. They will learn and practice questions and expressions related to asking and negotiating prices, product quality, portions, weighing, food allergies, and the evaluation of products and services. At the end of the visit, students will be able to share their impressions and experiences in a group conversation activity.

# 7. TUTORING

If needed, students may contact us at [escuela@always-idiommas.com](mailto:escuela@always-idiommas.com) and request a tutoring session with their teacher on the following dates and times:

TUTORING	DATE	TIME
First	Monday, February 24	13:30 to 14:00
Second	Monday, March 17	13:30 to 14:00
Third	Monday, April 7	13:30 to 14:00
Fourth	Monday, April 28	13:30 to 14:00

## 8. 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.



## 8.1. 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 assessed section (1, 2 and 3) with a minimum mark of 5 for the average to be calculated.



# 8.1. CONTINUOUS EVALUATION

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

Attitude: evaluation of behavior 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, such as listening and reading comprehension, and oral and written expression (10 % for each).

The four marks will be the average. 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 **May 5** (single exam call) and will be about 60-90 minutes.



## 8.2 FINAL EVALUATION

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

Students who have more than five (5) absences will have to take a final exam in which all the material taught during the course will be assessed.

The grade will depend 100 % on 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 **May 5** (single exam call) and will be about 60-90 minutes.



# 9. BIBLIOGRAPHY

## Resource Bank (Textbooks)

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

"Nuevo Prisma" by Equipo Prisma. 2013.

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

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

## Skills

"Teaching Spanish as a second language" in "The Routledge Handbook of Spanish Language Teaching: methodologies, contexts and resources for teaching Spanish as a second language" 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. 2022.

## Vocabulary

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

## Phonetics and Pronunciation

"Handbook of Spanish phonetics and phonology" by Clegg and Fails. 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/>).

Español Extra (<https://www.espanolextra.com/>).



# 10. CONTACT

- Enquiries about enrolment, credits and certificates and requests for changes of level/group or modality should be sent to the UPV/EHU's Language Courses Office by e-mail: [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 the Always School of Languages co-ordinating office by email: [escuela@always-idiomas.com](mailto:escuela@always-idiomas.com)

