
SP101i SPANISH LANGUAGE IN CONTEXT: NOVICE ABROAD I
IES Abroad Salamanca

LANGUAGE COURSES IN IES ABROAD SALAMANCA: GENERAL DESCRIPTION

The goal of these Spanish courses is to help students develop their communicative competence, taking advantage of their linguistic immersion in Spain. These courses meet students' everyday needs from a holistic point of view, considering language as a tool to communicate with other people in various communicative contexts, to express themselves in diverse means of communication, and to develop as intercultural speakers.

Therefore, these courses do not only focus on grammar but also on the use of Spanish. Although students will reinforce, deepen and broaden their knowledge of Spanish grammar (from a cognitive point of view), the purpose of these courses is to put into practice all their knowledge of Spanish in communicative situations where students are able to develop their skills (speaking, writing, listening and reading) and acquire the necessary linguistic functions and conversation strategies to communicate in diverse contexts, with the purpose of gaining autonomy as students and speakers of Spanish. All this will be achieved by taking students' needs as a starting point in order to expand their communicative competence and improve their command of Spanish.

For this reason, the goal of these courses is to insist on the active use of the language, considered as a tool and not as contents to be memorized.

The method of presentation, inside and outside the classroom, will focus on the active use of the language, working in pairs and in groups, but also individually for certain contents.

Since students attending these courses experience a linguistic immersion in Spain, getting involved in the development of the course inside and outside the classroom is their responsibility. For this reason, both the process and the final product are evaluated, using different assessment tools: active participation in class activities, written assignments, (cultural and/or linguistic) research project outside the classroom, etc.

Although these course syllabi have been pre-established, they will be adjusted to students' needs, characteristics and learning pace as far as possible. Likewise, since students tend to stay one semester in IES Abroad Salamanca, some contents might be covered in every Spanish course in order to meet students' communication needs as well as their level of language.

Research has demonstrated that study abroad can enhance every aspect of language ability. One of the most important general findings of this research is, however, that study abroad is most beneficial for the development of abilities related to social interaction. Students who go abroad can learn to do things with words, such as requesting, apologizing, or offering compliments, and they may also learn to interpret situations calling on such speech acts in ways that local people do...In short, and logically, study abroad has been shown to enhance the aspects of communicative competence that are most difficult to foster in classroom settings.

STUDENT PROFILE:

This course is designed for those students with little or no prior training in Spanish or whose knowledge of the language does not allow them to perform successful communicative interactions.

CONTACT HOURS:

	Credits	Contact hours	% Evaluation
ORIENTATION	1	15	15 %
SEMESTER	6	90	85 %
TOTAL	7	105	100%

SCHEDULE:

ORIENTATION	5 DAYS: 9:05 – 10:35, 10:50-11:50.
SEMESTER	MONDAY TO THURSDAY: 9:05-10:35.

INSTRUCTOR:**Contact:****PREREQUISITES:** None**METHOD OF PRESENTATION:**

At IES Abroad Salamanca Spanish is taught by means of an **eclectic approach**, integrating the main educational and methodological techniques from different second language teaching approaches such as the communicative method, the task-based approach and some elements from the cognitive method.

Taking advantage of students' linguistic immersion, these courses meet their real communicative needs by creating situations as authentic as possible inside the classroom. For this reason, these courses maximize work in groups and in pairs in order to give students the opportunity to practice and try out language in a real context. Nonetheless, this communicative practice is carried out in an organized and ordered manner so that it substantially benefits the progress of students' linguistic learning.

An essential aspect of Spanish courses at IES Abroad Salamanca is the promotion of intercultural competence as an effective bridge between the classroom and the reality outside the classroom. For this purpose, students will have to carry out various projects that makes them come into direct contact with the city of Salamanca.

The IES Abroad Salamanca **Moodle** platform will be used to complement classroom sessions throughout the whole course: <https://Moodle.iesabroad.org/login/index.php>. The course syllabus, scoring rubrics for assessment, PowerPoint presentations and any other materials or information that students may need will be posted on this platform.

ATTENDANCE POLICY:

Class attendance is **COMPULSORY**. Each student will be allowed only one unexcused absence during Orientation (1 hour of class) and three unexcused absences (3 classes) throughout the whole course. For each unexcused absence beyond this there will be a reduction in the final grade. Punctuality: Students who are late to class on a regular basis will also receive a reduction in their final grade.

ALLOWED ABSENCES:

ORIENTATION	1 hour of classes
SEMESTER	3 classes

LANGUAGE: Spanish.

SP101i SPANISH IN CONTEXT: NOVICE ABROAD I
ORIENTATION

DESCRIPTION:

The main goal of this course is to help students to start their first communicative interactions in Spanish, so that they can deal with their main needs in an immersion context.

In this course students will learn to perform actions with words, such as asking basic questions, ordering in stores (grocery stores, cafés, etc.), making formal requests in their closest environment (IES Abroad Salamanca Center, host family, etc.), or describing themselves or their most immediate context. For this reason, these courses maximize group or couple work in order to offer students the opportunity to communicate. In order to put into practice the contents that are taught in the classroom, daily course-related trips will take place to familiarize the students with the city, too.

LANGUAGE: Spanish

LEARNING OUTCOMES:

By the end of the orientation week, students will have acquired some skills useful in the immersion context, such as: discovering the new city and its culture, starting reading and pronunciation in the new language, facing the first interactions successfully.

REQUIRED WORK AND FORM OF ASSESSMENT

- **Class participation (15 %):** Since it is a continuous evaluation process, apart from students' academic performance, their active, participatory and responsible attitude in class will be positively evaluated (see "*class participation*" rubric).
- **Oral presentations (10 %):** Every day students will present what they learned the previous day (see "*oral presentations*" rubric).
- **Assignments (30 %):** The assignments will be done by students at home in order to practice reading and writing skills as well as oral comprehension.
- **Course-related trips (20 %):** Each course-related trip will consist of several activities designed to familiarize students with the city, its customs, spaces and some everyday communicative situations. To this end, different types of tasks will be considered (searching for information, surveys, colloquia, presentations, etc.) in which the student must work individually, in pairs or in groups, and be actively involved in them.
- **Final oral exam (25 %).**

CONTENT

Day	Content	Assignments
Day 1 <i>¡Estamos en Salamanca!</i> (Here we are in Salamanca!)	1. Functional: Simple requests in class and in a conversation (how to ask to repeat a phrase or a word, how to ask about the meaning of words, etc.). Asking for and telling the time. Giving and asking for personal information I Giving and asking for useful information I Introducing yourself. 2. Grammatical: The alphabet. Cardinal numbers from 1 to 29. Ordinal numbers. Personal pronouns. Verbs <i>ser</i> , <i>vivir</i> and <i>tener</i> (1 st and 2 nd). 3. Vocabulary: School materials. Types of establishments and stores. Products that can be found in each of them. 4. Culture: How to say "hello" in Spain (shake hands and two kisses). Spanish schedules at stores. Names and last names in Spanish. Course related trip I: walk downtown to identify different kinds of stores and useful places.	-Assignment: Watch <i>Spanish sitcom</i> chapter 1 and complete the comprehension questions. -Writing (I): Writing a message in Moodle introducing themselves. -Diary glossary (I).
Day 2 <i>Mi familia española</i> (My Spanish family)	1. Functional: Saying hello and saying goodbye. Giving and asking for personal information II. Giving and asking for useful information II. Introducing the others. 2. Grammatical: The gender and the number. Defined articles. Cardinal numbers from 30 to 99. Verbs <i>ser</i> , <i>vivir</i> and <i>tener</i> . 3. Vocabulary: Colors. Clothes. Expressions, money, prices. Professions, occupations. Nationalities and countries.	-Assignment: Watch <i>Spanish sitcom</i> chapter 2 and complete the comprehension questions. -Oral presentation (I): Preparing a short presentation introducing their host family and roommate. -Diary glossary (II).

	Course related trip II: Visit clothes and complements stores on Calle Toro.	
Day 3 <i>Como contigo porque eres mi amigo</i> <i>(I eat with you because you're my friend)</i>	1. Functional: Giving and asking for feelings and states. Talking about the habits of food. 2. Grammatical: Indefinite articles. Demonstratives. 3. Vocabulary: Animals. Food. Feelings. 4. Culture: Big differences between Spanish and American food. Course related trip III: Visit the Mercado Central.	-Assignment: Watch <i>Spanish sitcom</i> chapter 3 and complete the comprehension questions. -Writing (II): <i>¿Qué cosas te gusta comer y qué cosas comes normalmente?</i> -Oral presentation (II): El menú en Salamanca vs. el menú en EEUU. -Diary glossary (III).
Day 4 <i>Soy vegetariano, ¿y tú?</i> <i>(I'm vegetarian, and you?)</i>	1. Functional: Creating different kind of question sentences. Talking about food particularities. 2. Grammatical: Interrogative pronouns. 3. Vocabulary: Allergies and intolerances. Types of food according to the schedule. Parts of the day, days of week, months. Course related trip IV: Visit a supermarket.	-Diary glossary (IV).
Day 5 <i>¡vamos de tapeo!</i> <i>(Let's do tapas)</i>	1. Functional: Ordering in a bar and restaurant. 2. Grammatical: Tú vs. Usted. Review of the week. 3. Vocabulary: About restaurants, tapas and typical dishes. 4. Culture: Typical dishes. Different types of gastronomic establishments. Bar culture in Spain and social behaviour. "Tapas", "bote". Course-related trip V:	- Oral exam: Role playing in pairs with the main orientation contents inspired by <i>Spanish sitcom</i> . - Reading: "Las tapas" (from "Un día en Salamanca"). -Diary glossary (V).

	Visit a typical “bar de tapas”.	
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SP101i SPANISH IN CONTEXT: NOVICE ABROAD I
SEMESTER

DESCRIPTION:

The course focuses on the basic morpho-syntactic aspects of the language while introducing some fundamental vocabulary useful for the immersive life in Salamanca. Contents of the course aim at building a foundation from which to continue developing communicative skills.

This course is organized to make full use of the many online activities, audiovisual materials, and e-learning activities so that students who are capable of moving more quickly have plenty of structured material to work with on their own and so that those who struggle find the additional support available to them.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Communicate effectively in Spanish with native speakers some of the most frequent social topics and situations at their competence level.
- Relate and understand different pieces of information (oral and written) within the professional context.
- Understand and use some vocabulary related to their environment at their competence level.
- Describe some differences between local and home context.

By the end of the course, students will be able to achieve some of the outcomes for the Novice Abroad level as defined by the *MAP for Language and Intercultural Communication*. The key learning outcomes from the MAP are summarized below:

Intercultural Communication

- A. Students will be able to meet basic everyday needs using verbal communication, they will be able to use compensatory strategies when they do not know the word or expression (repetition, body language, etc.), and they will be able to identify some basic non-verbal communication strategies.
- B. Students can recognize basic appropriate and inappropriate expressions and behaviors in the host language.
- C. Students will be able to distinguish between basic representations of formality and informality in the language.
- D. Students will understand that there may be differences between cultural stereotypes and generalizations between the home culture and host culture.

Listening

- A. Students will be able to understand basic statements, requests, descriptions, and questions in specific cultural context relevant to them (hosts' interactions, Center interactions, studying, shopping, transportation, meals).
- B. Students will be able to use context to understand the gist of some basic spoken language they overhear, including the media, conversations between others, and announcements.

Speaking

- A. Students will be able to use some basic phrases appropriately in some everyday situations (home, the IES Abroad Center, and the community).
- B. Students will be able to express some basic needs by asking questions, and get what they need in uncomplicated, everyday situations.

Reading

- A. Students will be able to identify and understand basic sentences.

B. Students will be able to interpret main ideas in short passages and news headlines, but their understanding is often limited to the words or groups of words that they have seen in class.

Writing

A. With limited accuracy, students will be able to write short sentences and short paragraphs about basic and concrete topics they have studied, such as themselves, their families, their friends, their likes and dislikes, and their daily routines.

B. Students will be able to send basic emails, text messages, and fill out some basic forms.

OFFICE HOURS:

REQUIRED WORK AND FORM OF ASSESSMENT:

■ Class participation, oral presentations: (15 %):

Active participation, positive attitude, getting involved in interactive activities, interacting with the rest of the students, and carrying out and submitting assignments on time will be evaluated to obtain the highest grade (*see appropriate rubrics on Moodle*).

■ Language journal and written compositions (20 %)

A language journal will be submitted **weekly**. Apart from working on different registers in writing, every weekly assignment will be related to previously studied functional, grammatical, lexical and/or intercultural content so that students have the opportunity to put into practice what they have studied in class. The following week the instructor will give the journals back to the students with a grade (*see "written composition" rubric on Moodle*). Moreover, students will receive a feedback including comments, suggestions for improving their writing as well as the corresponding corrections, so that they can take them into account for future compositions. In order to avoid systematic errors and encourage reflection on their own writing, students will have to review their composition and the instructor's feedback and then rewrite a second and last version. Grade will be based on previous criteria and the curve of self-correction achieved by the student (*see "correction" rubric on Moodle*).

■ Exams (40 %):

Throughout the course there will be two exams: a mid-term and a final exam. Each exam will include exercises of oral expression, listening comprehension, written expression, reading comprehension and some other possible exercises to assess different course content such as specific vocabulary or intercultural content. Established exam times cannot be modified.

-Mid-term exam: 20 % (oral 40% and written 60%).

-Final exam: 20 % (oral 40% and written 60%).

(The final exam will include all course content)

■ Research project (15 %):

Students must look for information about a topic, read it and summarize it for the week 8. After that, students will prepare an oral presentation to present the results in class.

The topic will be determined by the teacher at the first weeks of semester and it will be necessary all students assist to a meeting in order to help them in the progress.

■ Course-related trips (10 %):

The instructor and the students will carry out at least two course-related trip activities related to course content outside of the classroom for one or several sessions. These activities will use the city as a text, emphasizing the importance of learning a language in an immersion context and taking advantage of the

cultural and historical richness of Salamanca. Students must participate in this activity in the following way:

- Previously preparing the readings or tasks indicated by the instructor.
- Doing the corresponding tasks after the activity.
- Actively participating during the activity and even presenting a part of the activity if necessary.

Course-related trip 1: Visit to the museum Casa Lis.

Students will visit this museum of Art Nouveau and Art Déco in order to learn about the decorative art and the history of the building.

Course-related trip 2: Visit Barrio del Oeste.

Students will walk around the streets of this neighborhood and will contemplate its urban art.

Course-related trip 3: Route of Legends.

Students will visit several places related to a legend with a mystery and there they will act out the legend in a theater scene.

CONTENTS:

Week	Content	Assignments	Corresponding Learning Outcome(s)
Week 1 <i>¿Cómo es tu familia?</i> <i>[What is your family like?]</i>	1. Functional: Talking about personal relationships and family. Describing people's appearance and personality. 2. Grammatical: Possessive adjectives. Verbs: <i>tener, ser, llevar</i> . 3. Vocabulary: Personal and familiar relationships. Appearance and personality adjectives. Civil status. 4. Culture: Stereotypes. 5. Phonetic: Pronunciation of big numbers.	Activities of grammar and vocabulary in Moodle. Diario 1. Lectura 1.	I. A, D II. A, B III. A, B IV. A, B V.A, B
Week 2 <i>¿Qué te gusta comprar?</i> <i>[What do you like to buy?]</i>	1. Functional: Asking and talking about likes and dislikes. Talking about preferences. Expressing need. 2. Grammatical: Verbs: <i>preferir, querer, costar</i> . Verbs: <i>apetecer, encantar</i> .	Activities of grammar and vocabulary in Moodle. Diario 2. Diario 1 correction. Lectura 2.	I. A, D II. A, B III. A, B IV. A, B V.A, B

	<i>También/tampoco.</i> 3. Vocabulary: Food, measurements and containers. Shopping. Sports. 4. Culture: Spanish gastronomy. 5. Phonetic: Interrogative and exclamative sentences.			
Week 3 <i>¿Cómo es tu día a día?</i> <i>[What is your day like?]</i>	1.Functional: Talking about daily activities and frequency. Talking about schedules. 2.Grammatical: Present tense. Reflexive verbs. 3.Vocabulary: Daily activities. Frequency. Connectors of sequence. 4.Culture: Spanish schedules. Spanish calendar. 5. Phonetic: <i>r / rr.</i>	Activities of grammar and vocabulary in Moodle. Diario 3. Diario 2 correction. Lectura 3. Oral presentation: In groups, students will present a Spanish festivity.	I. A, D II. A, B III. A, B IV. A, B V.A, B	
Week 4 <i>¿Cómo te encuentras?</i> <i>[How do you feel?]</i>	1.Functional: Talking about health and diseases. Talking about remedies and medicines. Giving advice and recommendations. 2.Grammatical: Obligation periphrasis. Conditional sentences. 3.Vocabulary: Symptoms, diseases and remedies. Amounts. More body parts. Moods. 4.Culture:	Activities of grammar and vocabulary in Moodle. Diario 4. Diario 3 correction. Lectura 4.	I. A, D II. A, B III. A, B IV. A, B V.A, B	

	Health system in Spain.		
	5. Phonetic: <i>j / g / h.</i>		
Week 5 <i>¿Cuántas habitaciones tiene tu casa?</i> <i>[How many rooms does your house have?]</i>	1. Functional: Describing a house and comparing. Placing and locating things. Describing objects. Talking about existence. Locating things. 2. Grammatical: <i>Hay</i> vs. <i>está</i> . Prepositions of place. Comparisons. 3. Vocabulary: Different kinds of houses. Parts of the house. Rooms and furniture. 4. Culture: Courtesy rules at home. 5. Phonetic: <i>c / k / q</i> versus <i>s / z / c</i> . Course-related trip 1: Visit to the museum Casa Lis.	Activities of grammar and vocabulary in Moodle. Diario 5. Diario 4 correction. Lectura 5. Course-related trip 1: Previous task 1: Visit de web of the museum to prepare the visit. Previous task 2: <i>¿Dónde está La Casa Lis?</i> Working with Google maps. Post task 1: Describing the building Casa Lis and some objects of the decorative art.	I. A, D II. A, B III. A, B IV. A, B V.A, B
Week 6	Mid-term exams. (no classes) Professor available for office hours. Voluntary activities in Moodle for reviewing.		
Week 7 <i>¿Cómo es tu barrio?</i> <i>[What is your neighborhood like?]</i>	1. Functional: Describing places and countries. Describing a city. Talking about the weather. Ask for and give instructions to get to a place. 2. Grammatical: Superlative. Movement verbs. Imperative. 3. Vocabulary: The weather. The seasons. Distances.	Activities of grammar and vocabulary in Moodle. Diario 6. Diario 5 correction. Lectura 6. Oral presentation: In groups, students will present the geography characteristics of a Spanish area. Course-related trip 2: Previous task 1: Reading a	I. A, B, C, D II. A, B III. A, B IV. A, B V.A, B

	Transport. 4. Culture: Different types of Spanish cities. 5. Phonetic: Pronunciation of vowels (especially the final “o”). Course-related trip 2: Visit barrio del Oeste.	text about the history of the neighborhood. Previous task 2: Watching a video of the urban art initiative. Post task 1: Writing a “reseña” and describing a graffiti.	
Week 8 <i>¿Qué vas a hacer este fin de semana?</i> <i>[What are you doing next week?]</i>	1. Functional: Talking about the future and making plans. Simple ways of arranging dates or meetings. 2. Grammatical: Ir a + Infinitive and future. 3. Vocabulary: Time expressions with future: <i>mañana, la semana que viene...</i> Travel and transportation. Recreational activities. 4. Culture: Tourist spots in Spain. 5. Phonetic: Intonation in long affirmative statements.	Activities of grammar and vocabulary in Moodle. Research Project. Diario 6 correction.	I. A, B, C, D II. A, B III. A, B IV. A, B V.A, B
Week 9 <i>¿Qué hacías por tu cumpleaños cuando eras niño?</i> <i>[What did you usually do on your birthday when you were a child?]</i>	1. Functional: Describing common habits in the past. 2. Grammatical: Imperfect tense. 3. Vocabulary: More habits and description. 4. Culture: How to behave at a birthday or other invitations in Spain? 5. Phonetic: Dividing the words into syllables.	Activities of grammar and vocabulary in Moodle. Diario 7. Lectura 7.	I. A, B, C, D II. A, B III. A, B IV. A, B V.A, B

Week 10 <i>¿Qué hiciste ayer?</i> <i>[What did you do yesterday?]</i>	1. Functional: Talking about past experiences. Talking about duration in the past. Narrating specific past events and biographies. 2. Grammatical: Pretérito Indefinido. 3. Vocabulary: Time markers for the past I. 4. Culture: Spanish celebrities. 5. Phonetic: Rules of accentuation. Course-related trip 3: Route of legends.	Activities of grammar and vocabulary in Moodle. Diario 8. Diario 7 correction. Lectura 8. Oral presentation: Each student will present a Spanish celebrity biography. Course-related trip 3: Previous task 1: Reading a legend of Salamanca Previous task 2: Preparing the explanation of the legend and a scene to act out Post task 1: Writing a new legend	I. A, B, C, D II. A, B III. A, B IV. A, B V.A, B
Week 11 <i>Érase una vez</i> <i>[Once upon a time]</i>	1. Functional: Talking about experiences in past life. Narrating anecdotes. 2. Grammatical: Perfecto. Pluscuamperfecto. Contrast in the past. 3. Vocabulary: Time markers for the past II. 4. Culture: Spanish traditional tales. 5. Phonetic: Fast ad segmented reading.	Activities of grammar and vocabulary in Moodle. Diario 9. Diario 8 correction. Lectura 9.	I. A, B, C, D II. A, B III. A, B IV. A, B V.A, B
Week 12	Final exam reviewing -Review for final exam. -Review of systematic errors.	- Practical exercises to reinforce grammatical, functional, lexical and cultural content. Diario 9 correction.	
Week 13	Final exams. (no classes)		

REQUIRED COURSE MATERIALS:

All required materials will be provided by the instructor in Moodle or printed.

RECOMMENDED COURSE MATERIALS:

- Alonso Cuenca, M. y Prieto Prieto, R. (2011): *Embarque ELE Curso de español lengua extranjera*. Libro del alumno 1, Madrid: Edelsa.
- López Ripoll, Silvia y Miñano López, Julia (2009): *Destino Erasmus 1*, Madrid: SGEL.
- VV.AA. (2009): *Actividades para el Marco Común Europeo*. A1 Madrid: EnclaveELE.
- VV.AA. (2009): *Actividades para el Marco Común Europeo*. A2 Madrid: EnclaveELE.
- VV.AA. (2013): *Aula 1: Libro del alumno*, Barcelona: Difusión.
- VV.AA. (2012): *Aula 2: Libro del alumno*, Barcelona: Difusión.
- VV.AA. (2014), *Conversar en español A1-A2*, Barcelona: UBE.

Grammars books with exercises:

- Castro Viudez, F. (2004): *Aprende gramática y vocabulario 1*, Madrid: SGEL.
- VV.AA. (2013) *Cuadernos de gramática española A1. Nueva Edición*, Barcelona: Difusión.
- VV.AA. (2012) *Cuadernos de gramática española A2. Nueva Edición*, Barcelona: Difusión.
- VV.AA. (2008) *Competencia gramatical en uso, A1*, Madrid: Edelsa.
- VV.AA. (2008) *Competencia gramatical en uso, A2*, Madrid: Edelsa.
- VV.AA. (2011), *Gramática Básica del Estudiante de Español*, Barcelona: Difusión.
- VV.AA. (2007), *Gramática del uso del español A1-A2*, Madrid: SM.
- VV.AA. (2016) *Gramática: nivel elemental A1-A2*. Colección: Español lengua extranjera, Madrid: Anaya.

Dictionaries:

- *Diccionario Clave: diccionario del uso del español* <http://clave.smdiccionarios.com/app.php>.
- RAE: *Diccionario de la lengua española* (23ª edición) <https://dle.rae.es>.

Phonetics:

- MORENO FERNÁNDEZ, F. (2001), *Ejercicios de fonética española para hablantes de inglés: Nivel I*, Madrid: Arco Libros.
- SILES ARTÉS, José (1994), *Ejercicios prácticos de pronunciación de español*, Madrid: SGEL.
- VV.AA. (2008), *Ejercicios de pronunciación*, Madrid: SGEL.
- VV.AA. (2008) *Fonética: nivel elemental A2*. Colección: Español lengua extranjera, Madrid: Anaya.

READINGS:

The teacher will provide all readings and they will be fragments of the next books, and other readings inside the "recommended" course materials. They can be changed in order to adapt to the student needs.

- Bravo, J.A. (2018): *El Quijote para estudiantes de español (A2)*, ebook: Nook press.
- Corpa, L. (2011): *Colección grandes personajes: Picasso. Las mujeres de Picasso (A2)*, Barcelona: Difusión.
- Corpa, L. (2014): *Colección grandes personajes: Dalí. El pintor de sueños (A2)*, Barcelona: Difusión.
- Corpas Viñals, J. and Maroto Morales, A. (2017): *Los Fernández: Nochevieja en Madrid*, Madrid: SGEL.
- Danader, M. (2017): *Una aventura de WhatsApp (A1)*, ebook: Independently published.
- Roca Marín, S. (2014): *El secreto de Cristóbal Colón (A1-A2)*, Madrid: EnclaveELE.
- Rodríguez, E. (2015): *Un día en Barcelona*, Barcelona: Difusión.
- Rodríguez, E. (2015): *Un día en Madrid*, Barcelona: Difusión.

- Rodríguez, E. (2015): *Un día en Salamanca*, Barcelona: Difusión.
- Rodríguez, E. (2018): *Un día en Sevilla*, Barcelona: Difusión.