



SP 352 SPANISH LANGUAGE IN CONTEXT: INDEPENDENT ABROAD II
IES Abroad Madrid

DESCRIPTION:

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 (IES Abroad MAP for Language and Intercultural Communication, p. 6).

STUDENT PROFILE:

Students who enter this level are able to accomplish everyday needs required to live in a new culture. In this course, students will begin to develop independence and autonomy so that, when communication does break down, they have some tools at their disposal to resolve these challenges independently. Students should welcome correction and guidance from their instructors, hosts, and others in the community as they progress. They will also begin to recognize their own and their peers' errors.

By the end of this course, students will begin to converse at a rate of speed approaching normal conversation. They will be creative, spontaneous and self-reliant as they solve problems, interpret texts, negotiate, express their opinions, likes and dislikes in the culture. Although students will still make errors and experience communication breakdowns, they are sometimes able to resolve these on their own. Students will understand some colloquial expressions and slang, and are starting to understand a wider variety of native speakers from different backgrounds. By the end of this level, students will be capable of achieving the learning outcomes outlined below.

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Students will need a level SP303 Spanish Language in Context: *Emerging Independent Abroad III*. Level will be determined after the different placement tests.

ADDITIONAL COST: None

METHOD OF PRESENTATION:

This course focuses on expanding students' knowledge of Spanish through a series of units with well-defined functional, grammatical, lexical, and cultural objectives. The learning process will be carried out with an emphasis on written and oral comprehension. In addition, the production techniques will promote the development of the student's communicative competence at all levels. Students will work in groups and in pairs, and will be asked to prepare individual and group oral presentations. They will have to work on intensive and extensive reading, listening comprehension activities, and participate in class discussions and audiovisual activities.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation, class preparation, debates and homework - 10%
- Written compositions - 15%
- Activities outside of class - 5%
- Quizzes - 10%
- Oral presentation - 20%
- Midterm Exam - 20%
- Final Exam - 20%



COURSE ELEMENTS:

Course Participation

Students should attend and actively participate in every class. They are responsible for being prepared for the class. Presentation of debates is also included in this category. Late work will affect your class-preparation grade.

Midterm and Final Exam

Exams will have grammar and vocabulary exercises, and a composition. No dictionaries are allowed.

Oral Presentation

It is expected that the students have a direct contact with diverse aspects of Spanish life, promoting group work and immersion and research about Spanish language and culture. On the second week of the course, groups will be organized that consist of 2 or 3 students and the topics will be discussed. The instructor, along with the students, will establish the calendar for the presentation.

The instructor will evaluate the following aspects:

- Information contributed for the explanation of the topic
- Presentation method
- The students' ability to communicate; students should not read their parts, but be able to explain to others their findings and what they have learned with their research. The research will be part of the oral skills evaluation of the student. Students can present all the difficulties they may find in the realization of the work to the professor.

LEARNING OUTCOMES:

Students who are placed in this level should be capable of achieving the outcomes in the Emerging Independent Abroad level as defined by the IES Abroad MAP for Language and Intercultural Communication.

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

I. Intercultural Communication

- A. Students will be able to identify and describe at a basic level key host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and they will be aware of the risk that generalizations can lead to stereotypes.
- B. Students will be able to describe their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
- C. Students will be able to describe gestures and body language, and they will integrate some of those non-verbal actions into their interactions with native speakers.

II. Listening

- A. Students will be able to understand a variety of spoken communications of moderate complexity (media, speeches, music, conversations, etc.) on a wide range of concrete everyday topics as well as abstract topics covered in classes.
- B. Students will be able to understand certain native speakers from a variety of backgrounds and experience with non-native speakers, and they will comprehend common colloquial expressions and slang.

III. Speaking

- A. Students will be able to speak on and discuss a range of concrete every day and personal topics, abstract topics covered in classes, as well as other topics of particular interest to them.
- B. Students will be able to participate, initiate, and respond actively in a variety of interactions.

IV. Reading

- A. Students will be able to read and understand articles, stories, and online texts using background knowledge to aid their comprehension.
- B. Students will be able to read and understand the main ideas and supporting arguments of academic texts with assistance.



V. Writing

- A. Students will be able to meet most everyday writing needs (notes, text messages, letters, emails, chats, and online forums).
- B. Students will be able to write brief essays for class that narrate, describe, report, compare, contrast, and summarize on a wide range of topics with a moderate degree of grammatical and lexical accuracy.
- C. Students will be able to edit their own and their peers' writing for common errors.

ATTENDANCE POLICY:

Attendance is mandatory for IES Abroad Madrid classes, including course-related field trips. Please read our attendance policy posted in Moodle and in IES Abroad Madrid Student Handbook.

CONTENT:

LA = libro del alumno.

Week	Content	Assignments	Corresponding Learning Outcome(s)
CULTURAL DIVERSITY DAY WEEK 1	1.Functional: Understand past cultural experiences of different interlocutors Tell and describe events in the past. Invite. Accept or decline an invitation. Summarize a conversation. Communicate information from another. Ask and give opinion. Express agreement and disagreement. Describe common actions in the past. Request, give, and organize information. 2.Grammar: The simple/imperfect perfect past contrast. The expressions of time: <i>yesterday, the other day, two years ago, etc.</i> The simple past perfect and imperfect past tense. The indirect style with verbs of speech, perception and thought: <i>say, see, think.</i> The imperfect past tense and expressions of time (<i>always, usually, every year/day, etc.</i>) Pronouns and interrogative adverbs with preposition. The organizers of information: <i>first, then, then something else, as to, finally, at the end, etc.</i> 3.Vocabulary: Idiomatic expressions. Life on the street. The beach. Christmas. 4.Culture: World Day for Cultural Diversity (21 May) Cultural misunderstandings. Customs of the Spanish-speaking world. Traditions: Christmas.	Student Book Grammar Practice, p. 22-23. Oral interaction: Invitations, p. 12-13. Class conversation: <u>Debate:</u> "beach bars yes, no, it depends", p. 18-19. Written expression: Traditions, p. 20-21. Composition 1: Descriptive text. Exercises Book: Lexicon practice, grammar and module functions, p. 2-9. Learning sheet: Vocabulary and functions of the module, p. 10-11.	IA, IB, IC, IIA, IIIA, IIIB IIA, IIB, IIIA, IIIB IVA, IVB, VA, VB, VC

FAMILY DAY WEEK 2	1.Functional: Understand simultaneous or consecutive personal experiences in the past. Talk about simultaneous and consecutive past actions. Express delimitation (I) Ask if you remember or have forgotten. Express that it is remembered/not remembered. Ask about the ability to do something. Express ability to do something. Talk about character and physical and mood. Describe physical qualities and character. Highlight a quality. Compare. Start a topic. Indicate that the conversation is followed with interest. Take turns to speak. Indicate inexact quantity. Distribute a quantity. 2.Grammar: Use of the infinitive and indicative to express simultaneous, consecutive actions and delimitation: <i>al + infinitive, when, while, until</i> . Adjectives with being and <i>being</i>. The superlative. The comparisons of equality, superiority, inferiority and quantity. The indefinite: <i>several, each</i>. 3.Vocabulary: Kinship relationships. Personal relationships: <i>getting along, liking, etc.</i> The types of families. Character. Physical and mood states. Idiomatic expressions. Domestic activities. Family roles. Family models and adoptions. 4.Culture: International Day of Families (15 May) Family structures. Distribution of family roles.	SB: Grammar Practice, p. 58-59. Oral interaction: Proposals to improve the city, p. 48-49. Conversation in class: Tertulia: "Travel and stay for free", p. 54-55. Written expression: Letters, p. 56-57. Composition 3: Letter to the editor of a newspaper. EB: Lexical practice, grammar and module functions, p. 22-29. Learning sheet: Vocabulary and functions of the module, p. 30-31.	IA, IB, IC, IIA, IIIA, IIIB IIA, IIB, IIIA, IIIB IVA, IVB, VA, VB, VC
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HABITAT DAY WEEK 3	1.Functional: Submit proposals for improving cities. Express cause. Express a past action in a (not) finished time. Indicate whether or not an action has occurred. Tell (not) recent past events. Ask for knowledge of something. Express knowledge and ignorance. Express consequence. 2.Grammar: The article. Contrast between the determined and the indeterminate article. Use of the indicative to express cause: <i>by, as, because of (that), because of (that), because of (that)</i> Contrast past perfect compound/past perfect simple. The expressions of time: <i>today, this week, this month/year, lately, currently, until now, a while/five minutes/an hour ago, already, yet/not yet.</i> Time expressions: <i>yesterday, the other day, last week, last year, April 23, a week/a year/a long time ago.</i> Use of the indicative to express consequence: <i>so (is) that, therefore, therefore, then, therefore.</i> 3.Vocabulary: Rural and urban habitat. Services in the city and in the countryside. The house and its characteristics. Idiomatic expressions. The city. 4.Culture: World Habitat Day (first Monday in October) Types of housing. SIMA (Madrid Real Estate Exhibition)	SB: Grammar Practice, p. 58-59. Oral interaction: Proposals to improve the city, p. 48-49. Conversation in class: Tertulia: "Travel and stay for free", p. 54-55. Written expression: Letters, p. 56-57. Composition 3: Letter to the editor of a newspaper. EB: Lexical practice, grammar and module functions, p. 22-29. Learning sheet: Vocabulary and functions of the module, p. 30-31.	IA, IB, IC, IIA, IIIA, IIIB IIA, IIB, IIIA, IIIB IVA, IVB, VA, VB, VC
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FOOD DAY WEEK 4	1.Functional: Express (lack of) obligation and need. Express feelings: pride and shame; anger and indignation; Joy and satisfaction Refer to something or someone. Ask if you agree. Express agreement and disagreement. React by expressing agreement and disagreement. Ask someone to be silent. Reference something. Express purpose. 2.Grammar: The present subjunctive of regular and irregular verbs. Use of the infinitive and subjunctive to express feelings. The verb <i>to put</i> and <i>put</i> with adjective. The pronouns of OD and OI. Combination and position. The neuter pronoun <i>lo</i>. Use of the infinitive, subjunctive and indicative to express agreement and disagreement. Use of the infinitive and subjunctive to express the purpose: <i>for (that)</i>, <i>in order to (that)</i> 3.Vocabulary: Food. Feelings of anger and joy. The senses. Idiomatic expressions. Actions related to food. The consumer office. 4.Culture: World Food Day (16 October). Consumer rights.	SB: Grammar Practice, p. 76-77. Oral interaction: Feelings, p. 66-67. Class conversation: <u>Colloquium:</u> "Eating: pleasure or need," p. 72-73. Written expression: Letters, p. 74-75. Composition 4: Letter of complaint. EB: Lexicon practice, grammar and module functions, p. 32-39. Learning sheet: Vocabulary and functions of the module, p. 40-41.	IA, IB, IC, IIA, IIIA, IIIB IIA, IIB, IIIA, IIIB IVA, IVB, VA, VB, VC
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BOOK DAY WEEK 5	1.Functional: Express time, frequency, affirmation and mode. Highlight an element in the sentence. Organize information. Tell a past event before another past event Appraise. Express an action no matter who performs it. Express impersonality or generalize. Reformulate an idea. Ask someone to repeat what they have said. Position yourself in favor of or against it. Express an opposition to information said above. 2.Grammar: The adverbs in –mind. The past tense pluscuamperfecto. The pronoun is: passive reflex and sentences impersonal. Use of the infinitive and subjunctive to indicate that you are for or against. Use of the infinitive, indicative and subjunctive to express the concession: but, although, despite (that), nevertheless 3.Vocabulary: The world of reading. Information organizers. Literary genres. Cultural activities. Idiomatic expressions. Reading media. The plot of a literary work. 4.Culture: World Book Day (23 April). The Cervantes Prize. Reading habits of Spaniards. Book fairs.	SB: Grammar Practice, p. 94-95. Oral interaction: Reader self-portrait, p. 84-85. Class conversation: Debate: "Books, yes, but in what medium?", p. 90-91. Written expression: Book arguments, p. 92-93. Composition 5: Plot of a book. EB: Lexical practice, grammar and module functions, p. 42-49. Learning sheet: Vocabulary and functions of the module, p. 50-51.	IA, IB, IC, IIA, IIIA, IIIB IIA, IIB, IIIA, IIIB IVA, IVB, VA, VB, VC
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WEEK 6	Film view and activities 1. Functional Expressing opinions, agreement and disagreement Assessments (<i>es importante, es necesario + infinitivo / que + subjuntivo</i>) 2. Grammatical Opinions and assessment structures with indicative and subjunctive 3. Vocabulary Movie genres Film Film review 4. Culture Spain in the 20th century	Pre-viewing activities: Collect movie details (plot, historic context, etc.) Ver el tráiler Activities during the film Listening Character description and evolution Post-viewing activities Film review	IA, IIA, III A, VA
WEEK 7 REVIEW OF CONTENTS AND MIDTERM EXAM			

WEEK 8 HEALTH DAY	1.Functional: Indicate: an action in progress, continuity of action, progress in the development of the action, result of a previous action, final result of something, end of an action and repetition of an action. Ask for valuation and value. Encourage someone to do something. Warn of something. Persuade someone to do something. Give an example. Refer to an idea or phrase said before. Referring to something whose name we do not know. Enter someone else's exact words. 2.Grammar: Infinitive periphrase, gerund and participle. Use of the infinitive, indicative and subjunctive to assess. The affirmative and negative formal imperative and the pronouns of OD and OI Neutral demonstratives: special uses. 3.Vocabulary: Parts of the body: the joints. The remedies. Wounds and trauma. Public and private healthcare. Conventional and alternative medicine. Idiomatic expressions. The health sector. 4.Culture: World Health Day (7 April) The health system in Spain.	SB: Grammar Practice, p. 112-113. Oral interaction: Assessments on the health system, p. 102-103. Class conversation: <u>Tertulia:</u> "Conventional or alternative medicine", p. 108-109. Written expression: Patient Complaints, p. 110-111. Composition 6: Letter of complaint. EB: Lexical practice, grammar and module functions, p. 52-59. Learning sheet: Vocabulary and functions of the module, p. 60-61.	IA, IB, IC, IIA, IIIA, IIIB IIA, IIB, IIIA, IIIB IVA, IVB, VA, VB, VC
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TOURISM DAY WEEK 9	1. Functional: Instructions on conscious and responsible tourism. Advise (I). Propose and suggest. Accept and reject a proposal. Express boredom and weariness. Express fun Ask and give opinion. Ask for wishes. Express wishes. Deny and affirm something. Show skepticism. 2. Grammar: The informal, affirmative and negative imperative of regular and irregular verbs and OD and OI pronouns. Uses of the subjunctive and the imperative to advise. Uses of the infinitive, indicative and subjunctive to propose and suggest; express boredom and fun; express wishes. Uses of the indicative and the subjunctive to give opinion. The simple conditional. Regular verbs. Verbs with preposition. 3. Vocabulary: Factors of the tourism sector. Types of tourism. The airport. Idiomatic expressions. Reasons to travel. Aspects to know a country. 4. Culture: World Tourism Day (27 September) Tourist destinations in the Spanish-speaking world.	SB: Grammar practice, p. 130-131. Oral interaction: Travel Proposals, p. 120-121. Conversation in class: <u>Colloquium:</u> "The Journeys", p. 126-127. Written expression: Countries, p. 128-129. Composition 7: Expository text. EB: Lexicon practice, grammar and module functions, p. 62-69. Learning sheet: Vocabulary and functions of the module, p. 70-71.	IA, IB, IC, IIA, IIIA, IIIB IIA, IIB, IIIA, IIIB IVA, IVB, VA, VB, VC
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LABOR DAY WEEK 10	1.Functional: Advise II. Express surprise and surprise. Ask and express preferences. Ask and express tastes and interests. Express indifference or absence of preference. Express aversion. Highlight something in a conversation. Downplaying something in a conversation. Express personal changes. 2.Grammar: The irregular simple conditional. Use of the infinitive, indicative, subjunctive, imperative and conditional to advise. Use of the infinitive and subjunctive to express surprise and strangeness; likes and interests and dislike. Use of the indicative, subjunctive, and infinitive to express preference or indifference The verbs of change: to do, to stay, to become, to <i>become</i>, to <i>become</i>, to <i>wear</i>. 3.Vocabulary: Unemployment and job search. Work activity. Labor factors. Personnel selection interview. Idiomatic expressions. Professions and actions according to personality. Types of personal changes. 4.Culture: International Labour Day (1 May) Structure of a recruitment interview.	SB: Grammar Practice, p. 148-149. Oral interaction: Companies, p. 138-139. Conversation in class: <u>Colloquium</u>: "Work and personality", p. 144-145. Written expression: Personal changes, p. 146-147. Composition 8: Descriptive text. EB: Lexicon practice, grammar and module functions, p. 72-79. Learning sheet: Vocabulary and functions of the module, p. 80-81.	IA, IB, IC, IIA, IIIA, IIIB IIA, IIB, IIIA, IIIB IVA, IVB, VA, VB, VC
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TELECOMMUNICATIONS DAY WEEK 11	1.Functional: Talk about possible and future actions. Express precedence and aftermath. Express delimitation (II) Talk on the phone. Refer to specific people and objects. Ask about the existence of something or someone. Denying the existence of something or someone. Propose solutions. Ask for clarification. Express simultaneity. 2.Grammar: The imperfect future. Regular verbs. Time markers to express future: <i>then, later, tomorrow, the/week/year... next, next year, in a few years, in a few years, in 2025</i> Use of the subjunctive and infinitive to express precedence, posteriority and delimitation: before (that), <i>after (that), until (that)</i> The relative pronouns: <i>that, who(s)</i> Use of the relative to refer to people and objects known or not. The relative sentences with indicative and subjunctive. Use of the indicative and conditional to make proposals. Use of the subjunctive to express simultaneity: <i>when</i>. 3.Vocabulary: Television. The phone. The radio. Idiomatic expressions. Internet. Telecommunications. 4.Culture: World Telecommunication Day (17 May) Structure of an informal telephone conversation.	SB: Grammar Practice, p. 166-167. Oral interaction: Telephone conversations, p. 156-157. Conversation in class: <u>Colloquium</u>: "To regulate or not the contents on the Internet?", p. 162-163. Written Expression Telecommunications, p. 164-165. Composition 9: Comments on a media. EB: Lexicon practice, grammar and module functions, p. 82-89. Learning sheet: Vocabulary and functions of the module, p. 90-91.	IA, IB, IC, IIA, IIIA, IIIB IIA, IIB, IIIA, IIIB IVA, IVB, VA, VB, VC
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WEEK 12 ORAL PRESENTATIONS	1.Functional: Give and organize information Express opinion in the present and the past 2.Grammatical: <i>Creo, creía / pienso, pensaba / opino, opinaba que</i> + present or past indicative <i>No creo, creía / pienso, pensaba / opino, opinaba que</i> + presento or past subjunctive <i>Es necesario/conveniente/importante + infinitive</i> <i>Es necesario/conveniente/importante que + subjunctive</i> 3.Vocabulary: Information organizers, adding information and giving conclusions (<i>en primer lugar, por un lado, por otro lado, por último, además, en conclusión, etc.</i>) 4. Culture: Related to Spain society: family, work, education, trips etc.	Give a presentation about a cultural topic	I.B II.B III.C
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WEEK 13 ENVIRONMENT DAY	1.Functional: Express (lack of) certainty and evidence. Make forecasts and predictions. Express fear and concern. Express probability. Express hope. Express disappointment. Express resignation. Express empathy. Interrupt. Indicate that the speech can be resumed. Express condition about something that is going to happen. Advise. 2.Grammar: Use of the indicative and subjunctive to express (lack of) certainty and evidence and probability. The imperfect future irregular. Use of the infinitive and subjunctive to express fear and concern; hope, disappointment and resignation. The adverbs of mode. Use of the conditional to express conditions and advise. 3.Vocabulary: Effects of climate change. Pollution. Environmental volunteering. Ecology in the world. Idiomatic expressions. Waste. 4.Culture: World Environment Day (5 June) Environmental organizations.	SB: Grammar Practice, p. 184-185. Oral interaction: Environmental concerns, p. 174-175. Class Conversation: Debate: "How do the 7 "R's" affect the environment?", p. 180-181. Written expression: Ecological footprint and environmental conduct, p. 182-183. Composition 10: Self-assessment "my environmental conduct". Lexicon practice, grammar and module functions, p. 92-99. Learning sheet: Vocabulary and functions of the module, p. 100-101.	YOU IA, IB, IC, IIA, IIIA, IIIB IIA, IIB, IIIA, IIIB IVA, IVB, VA, VB, VC
Week 14 REVIEW OF CONTENTS AND FINAL EXAM			

COURSE-RELATED TRIPS:

- TBA

REQUIRED READINGS:

- Montserrat, Alonso Cuenca y Rocío, Prieto Prieto (2012): *Embarque ELE. Curso de español lengua extranjera. Libro del alumno 3. Edelsa, Madrid.*

RECOMMENDED READINGS:

- VV. AA (2011) *Gramática Básica del estudiante de español* .Ed. Difusión, Barcelona



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