

**SP301i SPANISH LANGUAGE IN CONTEXT: EMERGING INDEPENDENT
ABROAD I
IES Abroad Salamanca Syllabus**

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

STUDENT PROFILE: Students entering this level must be able to fulfill the learning outcomes of the Novice Abroad level, as defined by the IES Abroad *MAP for Language*

and Intercultural Communication. Specifically, they should already be able to express themselves on a variety of concrete, everyday topics and meet their basic needs in the language. Students who enter this level may be more proficient in reading and writing skills than oral communication, especially if they have never traveled or studied abroad previously. Although students may have been exposed previously to certain competencies taught at this level, they need additional practice and instruction to move toward mastery of these competencies. Students at this level may succeed in partner university courses as long as such courses are primarily designed for international students and/or require passive student linguistic participation (art studios, dance).

As students gain more self-awareness and self-confidence, they will attempt more in the community. Paradoxically, this means they may also experience more miscommunications and frustration. Reading and writing require effort, and many students will need to make a special effort in this regard. Students will also develop cultural awareness and skills to work through the challenges of adaptation in the local culture and learn to celebrate their successes. They will begin to appreciate the value of these language and intercultural skills.

This course builds upon skills introduced in Novice Abroad. By the end of the course, the successful student will have begun to develop some communicative and cultural self-confidence necessary to attempt moderately complex tasks in Spanish, as described in the learning outcomes below.

TOTAL NUMBER OF CONTACT HOURS:

	Number of credits	Number of contact hours	Assessment %
ORIENTATION	1	15	15 %
SEMESTER	6	90	85 %
TOTAL	7	105	100 %

PREREQUISITES: Completion of IES Abroad's Spanish Language in Context: Novice Abroad I outcomes, determined by placement exam.

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.

PERMITTED ABSENCES:

ORIENTATION	1 hour of class
SEMESTER	3 classes

LANGUAGE OF INSTRUCTION: Spanish

**SP301i SPANISH LANGUAGE IN CONTEXT: EMERGING INDEPENDENT
ABROAD I
Orientation Syllabus (SP301)**

DESCRIPTION:

In this course students will learn to perform actions with words, such as ordering in stores (grocery stores, cafés, etc.), making formal requests in their closest environment (IES Abroad Salamanca Center, host family, etc.), or describing their most immediate context.

For this reason, these courses maximize group or couple work in order to offer students the opportunity to practice and test their language in a real-life context. This communicative practice is carried out in an organized and orderly manner so that students benefit considerably from the progress of language learning. 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.

Therefore, the main goal of this course is to help students improve their communicative competence so that they can deal with their main needs in an immersion context. Additionally, this course will enable us to confirm that students are placed in the most appropriate level.

LEARNING OUTCOMES:

In this orientation course students will acquire the necessary communication skills for their adequate adaptation into an immersion context. Specifically, they will be able to:

1. Recognize the different university places where students go to in order to facilitate their stay in Salamanca.
2. Buy products in the main shops, covering the needs that might arise during their stay in the city (paper shops, supermarkets, hairdressing salons...).
3. Identify the most emblematic historical places of the city.
4. Order in a bar and understand the "tapas" culture.
5. Talk about where culture is most evident in the city.
6. Go to medical centers and pharmacies and express their needs.

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.

▪ **Oral presentations (10 %)**

In pairs, students will present their first impressions about Salamanca and the main cultural differences they have discovered (3-4 minutes).

In groups, students will talk about the different course-related trips giving their personal view to their classmates.

▪ **Assignments: 30 %**

▪ **Writing (10 %)**

Two written assignments will be proposed: the first assignment consists in writing an e-mail to a professor or the autobiography of a classmate and the second assignment consists in the description of one of the works of urban art in Barrio del Oeste.

- **Reading (10 %)**
Students will read two different texts: one about Salamanca's Cave and another one about the "Tapas Concept".
- **Practical exercises (10 %)**
Students will do different exercises in class or at home.
- **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.
- **Oral exam: 25 %**
The final grade will confirm students' level for their semester language course

***Full-year students do not take Spring orientation language course.**

Day	Contents	Activities and Assignments
Day 1 <i>¡Ya estamos en Salamanca!</i> (Here we are in Salamanca!)	1.Functional: Group formation; greeting and saying goodbye; introducing someone and responding to an introduction; asking and giving personal information; talking about habits, relationships, physical appearance and character; giving and asking for directions in the city; encouraging group dynamics; discovering the host city and university life in Salamanca. Talking about schedules; discovering the most important commercial areas; differentiating the commercial protocol of each store; expressing agreement and disagreement; arguing opinions; asking for price; talking about quantities; describing clothes and objects; expressing purpose. 2. Vocabulary: Basic resources for personal introductions. Physical appearance and character. Vocabulary of social interactions. Academic and university vocabulary. Main false friends. Types of establishments and stores. Products that can be found in each of them. Food.	-Writting (I): a. Writing a formal e-mail to a university professor. b. Writing a fantasy biography of a classmate. -Reading: Comprehensive reading of the Salamanca's Cave legend. -Assignment: Creation of a glossary about academics. - Assignment: Creation of a glossary about food, measures, establishments etc.

	Measurements and packaging. Clothes and colors. 3. Culture: Greetings in Spain. <i>Tú</i> and <i>usted</i>. The Spanish education system. Discovering the most important commercial areas and differentiating the commercial protocol of each store. Commercial schedules, habits and consumption spaces in Salamanca. Bargaining Course-related trip I and II: Visiting the most emblematic historical places of the city. Visiting Salamanca market and the main commercial areas of the city. Conducting a survey on consumption habits in Salamanca	
Day 2 <i>Cura sana, culito de rana que nos vamos a conocer la marcha de Salamanca (Get well soon! we have to discover Salamanca's cultural atmosphere)</i>	1. Functional: Talking about health and disease. Talking about the body. Describing symptoms and illnesses. Asking for help while solving simple medical problems. Learning about the most important places where city culture is more evident; asking for information about shows and events; expressing likes; expressing agreement and disagreement; discussing plans and intentions; accepting or declining an offer or invitation. 2. Vocabulary: Body parts, illnesses, symptoms, remedies and medications. Culture, leisure and free time. Urban vocabulary. 3. Culture: Getting to know the city's medical centers and pharmacies. Spanish health system. Physician-patient relationship. El Barrio del Oeste and urban art; La Malhablada, la sala Micenas, La Salchichería, el Caradura.	-Final presentation: Preparation of the final oral presentation. - Writing: Choose one of the urban works seen during the visit, take a picture of it and write a short essay about it.

	Course-related trip III and IV: Visit a pharmacy and health center and visit to Barrio del Oeste to discover the urban art gallery.	
Day 3 <i>¡Nos vamos de tapeo!</i> (Let's do tapas)	Oral Exam 1. Functional: Discovering the different types of gastronomic establishments; expressing preferences, socializing in bars as authentic Spaniards. 2. Vocabulary: Food, tapas and typical dishes. 3. Culture: Bar culture in Spain and social behaviour. "Tapas", "bote". Course-related trip V: <i>Let's do tapas!</i> Gastronomic route through Salamanca putting into practice the tapas ritual learned.	- Final exposition: first impressions about Salamanca & main cultural differences -Assignment: Comprehensive reading on the concept of Spanish tapas.

**SP301i SPANISH LANGUAGE IN CONTEXT: EMERGING INDEPENDENT
ABROAD I
SEMESTER**

DESCRIPTION:

In this course, students will expand their linguistic and communicative competence through the effective use of linguistic resources (grammatical, lexical, and communicative) that are provided throughout the course (see Contents). In this sphere, we pursue a triple objective: consolidate previous knowledge and facilitate its practical use; allow the students to succeed in more advanced discursive environments (for example, communicating with richer and more vivid vocabulary and more complex structures to develop their skills in more difficult communicative situations) and promote the students' oral and written fluency.

This course is organized to make full use of the many online activities, chat rooms, 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:

Students who are placed in this level should be capable of achieving the outcomes in the Novice 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 Emerging Independent Abroad level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

1. Intercultural Communication

1. Students will be able to solve some daily troublesome situations and meet needs with limited help.
2. Students will be able to make some informed comparisons between the host culture and the students' home cultures.
3. Students will be able to distinguish between verbal and non-verbal communication that reflects politeness, formality, or informality.
4. Students will be able to recognize simple patterns of intonation and their meaning.

2. Listening

1. Students will be able to understand some interactions (media, speeches, music, conversations, etc.), especially if the speaker is used to interacting with non-native speakers.
2. Students will be able to understand direct requests, questions, and simple conversations on familiar and concrete topics.

3. Speaking

1. Students will be able to talk to a limited extent about persons and things in their immediate environment, as well as their plans and their experiences.
2. Students will be able to address moderately complicated situations involving familiar subjects.

4. Reading

1. Students will be able to read passages and short texts (notes, detailed instructions, etc.) on familiar topics and understand the general meaning.
2. Students will be able to support their understanding of texts through the use of context, visual aids, dictionaries, or with the assistance of others in order to facilitate comprehension.

5. Writing

1. Students will be able to communicate with limited effectiveness through notes, emails, and simple online discussions and chats.
2. Students will be able to write short essays on concrete topics of limited levels of complexity, although with reliance on the communicative patterns of their native language.

REQUIRED WORK AND FORM OF ASSESSMENT:

▪ Class participation (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.

Oral presentations mean that students will orally present a topic individually or in pairs for a maximum of 5 minutes. Presentations will consist of introduction, explanation and conclusion. Additionally, it is essential to include some feedback; listeners must answer questions from the speaker and, later, he/she will clarify their doubts. Rubrics for assessment of oral presentations will be posted on Moodle.

▪ Language journal and written compositions (20 %)

A language journal will be submitted weekly. Approximate length: 100 words. It will be posted on Moodle every Wednesday. 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 based on criteria of adequacy, discourse organization, lexical richness, grammatical correctness and thematic depth. 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. The instructor will elaborate a "top ten" of the main mistakes in the class and it will be discussed in class.

▪ 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 %**
- Final exam: **20 %**

(The final exam will include all course content)

▪ Research project (15 %)

Individually or in groups of two or three, students will have to carry out a research about a region in Spain (geography, history, culture, traditions, cuisine etc.). The

written version of the project will be submitted on 31 October 2018. Every group will have to orally present their research project in class. From week 2, student groups will be formed and research topics will be announced. Length of research paper: 5 pages. Style guidelines will be posted on Moodle.

▪ **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.

WEEKS	CONTENTS	Activities and Assignments	Corresponding Learning Outcome(s)
Week 1	<i>Rutinas y costumbres</i> (Routines and customs) Introduction to the course: objectives, expectations and strategies. 1. Functional: Asking for and giving information. Reacting to requests. Filling out a questionnaire, talking about habits, durations and motivations. Expressing difficulty. Making recommendations. 2. Grammatical: Frequency markers (<i>Siempre, a veces, nunca</i>). Review of irregular present indicative and reflexive verbs, with emphasis on 'vosotros' form. Prepositions / prepositional phrases. Expressions for advice (<i>tener que, deber, hay que, ir bien + infinitive</i>). 3. Lexical: Habitual actions. Description. Physical and	- (Moodle) Introducing yourself in Moodle. - Language Journal 1: My goals here. - (Class) Interviews to classmates/ instructor. TEXTS / READINGS: - Choque Cultural (p.11) Los jóvenes españoles (p.135)	I. a,b,d II.b III.a IV.a,b V.c

	emotions. Feelings, difficulties. Countries, nationalities and languages. 4. Cultural: Cultural shock. Languages in Spain. Castellano vs español. The Spanish intonation in questions.		
Week 2	<i>Espacios para vivir</i> (Spaces to live in) 1. Functional: Identifying and locating objects and places. Locating our house in Spain. Describing objects of the house. Describing places and services. 2. Grammatical: Adverbs of place (<i>aquí, allí, cerca, lejos</i>). <i>Ser/estar/haber/tener</i>. Demonstrative adjectives and pronouns. 3. Lexical: Furniture. Parts of a house. Types of houses. Adjectives to describe houses. 4. Cultural: Discussion of reasons to study abroad. Spanish college students. Learning styles. Teaching of foreign languages in Spain. Field Study I: Casa Lis Museum Visit	- (Moodle) Making a list of your difficulties when learning Spanish and giving advice to other classmates. - Language Journal 2: My Spanish home. - (Class) Interviews to classmates/ instructor. TEXTS / READINGS: - Ciudades para estudiar (p.138)	I.a,b,c II.a,b III.a,b IV.a,b V.b
Week 3	<i>Aficiones y gustos</i> (Hobbies) 1. Functional: Expressing likes, emotions, interests, plans and intentions. Expressing coincidence (affinity) and discrepancy. Proposing activities to others. Refusing suggestions and giving excuses (mitigators). 2. Grammatical: Verbs with I.O. and contrast with reflexive verbs. (<i>yo también- a mí</i>)	- (Moodle) Talk about an activity you did and enjoyed during your first days in Salamanca. - Language Journal 3: The city of Salamanca. First impressions. TEXTS / READINGS: - Dormir como un rey por 10 euros (p.142)	I.b,c,d II.a,b III.a IV.a,b V.b

	<i>también/tampoco/sí/no).</i> 3. Lexical: Leisure and free time. Cinema (p.143). 4. Cultural: Slang words/ Informal vocabulary. Young people (p.58, u.4)		
Week 4	<i>Amigos y compañeros</i> (Friends and colleagues) 1. Functional: Describing common habitudes in the past. Generalizing and comparing. 2. Grammatical: Imperfect tense. Generalizing (<i>todo el mundo, la mayoría...</i>) Comparison with nouns and adjectives. 3. Lexical: Personal relations. Formality/Informal. 4. Cultural: Stereotypes. Spanish society: then and now (p.151).	- Language Journal 4: My life back in the USA and now. TEXTS / READINGS: - Relaciones sociales y cortesía en España. (p.146)	I.a,b,c II.a,b III.a,b IV.a,b V.b
Week 5	<i>Vivencias y sensaciones</i> (Experiences and sensations) 1. Functional: Expressing symptoms and remedies/ treatments suggested. 2. Grammatical: Pronouns: Combination and position of pronouns II. 3. Lexical: Body parts. Sickness/ Symptoms. Physical perceptions. (p.153) 4. Cultural: Healthcare system in Spain. Non-verbal language. Field Study II: Visit to the oldest pharmacy in Salamanca and visit to Liceo Pharmacy. Survey on public health in Spain.	- (Moodle) Ups and downs in Spain. Pros and cons of living abroad. - Language Journal 4: Letter to my family. TEXTS / READINGS: - La bicicleta llega a las ciudades españolas (p.152)	I. b,d II.a,b III.a,b IV.a,b V.b

Week 6	Mid-term exam Reviewing - Review for mid-term exam. - Review of systematic errors. - Mid-term exam.	- (Moodle) Funny experiences in Spain. Cultural shock and more. - Speaking practice with the oral exam partner. - Exercises and vocabulary for reviewing. - Practical exercises to reinforce grammatical, functional, lexical and cultural content. - Create a class glossary to review vocabulary: "The taboo".	
Week 7	<i>Vidas</i> (Living) 1. Functional: Locating actions in the past. Narrating and reporting historical facts. 2. Grammatical: Contrast past tenses I. Preterit and imperfect. 3. Lexical: Stages. 4. Cultural: Relevant characters in the history of Spain. Field Study III: Literary colloquium at Café Novelty.	- Language Journal 5: Writing your biography. TEXTS / READINGS: - Rafa Nadal, Penélope Cruz, Miquel Barceló, Elvira Lindo (p.72) - Luis Rojas Marcos (p.80-81) - Agatha Ruiz de la Prada (p.159)	I.a,b II. a,b III.a,b IV. a V.a,b
Week 8	<i>Retos y proyectos</i> (Challenges and projects) 1. Functional: Expressing plans and projects. Expressing future conditions. Making hypotheses about the future: changes in life, technology, cities... 2. Grammatical: Future tense. 3. Lexical: Workplace. Looking for jobs. 4. Cultural: What are "mileuristas"? Young graduates in Spain and their perspectives.	- (Moodle) My plans for the next weeks in Spain. - Language Journal 6: Plans plans plans... TEXTS / READINGS: - El banco de tiempo (p.160)	I. b,c II. a,b III.a,b IV.a V.b

	Field Study IV: Salamanca, the cradle of the oldest University in Spain		
Week 9	<i>Puntos de vista y valoraciones</i> (Points of view and judgements) 1. Functional: Expressing opinions, attitudes and knowledge. Reporting words by others. 2. Grammatical: Present subjunctive. Usage of present subjunctive with verbs to express desire (<i>Querer, esperar</i>). Usage of present subjunctive assessing/perception verbs with I.O. (<i>gustar, encantar, interesar</i>) Contrast: Present subjunctive or infinitive. (<i>Quiero viajar, vs Quiero que vengas</i>). Relative clauses. 3. Lexical: Media (p.165). 4. Cultural: Jacobean Star Way. Spanish media.	- (Moodle) Advice for future students. - Language Journal 9: Letter to your future self. - Debate: Social networks (p.96-7) TEXTS / READINGS: - El camino de Santiago (p. 174)	I.a, b, c,d II.a,b III.a,b IV.a,b V.a,b
Week 10	<i>Consejos y comportamientos</i> (Advises and behaviors) 1. Functional: Giving instructions and commands. Making requests. Giving opinion about popular beliefs and traditions. Asking for and giving advice in different situations. Preparing a communication campaign. 2. Grammatical: Affirmative and negative commands, focusing on 'vosotros' and review of irregular verbs. Verbal periphrases and position of pronouns. Contrast: <i>Por - para</i> 3. Lexical: Health, lifestyle	- (Moodle) Mi cocina/mi comida. Language - Journal 10: My favorite recipe. TEXTS / READINGS: - El origen de las tapas. P. 107.	I. a,b,c II.a,b III.a,b IV.a,b V.a,b

	and food. Ways to cook. Some other commands estructures (venga, vaya, diga...). 4. Cultural: Mediterranean diet. Tapas. Manners on the table. Formal and informal registers when addressing others. Concept of 'denominación de origen' Field Study V: The Roman Bridge and el Lazarillo		
Week 11	<i>Experiencias</i> (Experiences) 1. Functional: Assessing experiences. Narrating and sequencing anecdotes. 2. Grammatical: pluperfect and contrast between all past tenses. 3. Lexical: Textual markers. 4. Cultural: Transition to democracy in Spain (late 1970s) Field Study V: The magic cave of Salamanca.	- (Moodle) Favorite anecdotes about my semester abroad. Memories. What I will miss. - Language Journal 11: Travelling and discovering culture(s) abroad. Narrate your favorite trip this semester. - TEXTS/READINGS: ¿Qué es ser cortés? (Moodle)	I. a,b II. a,b III. b IV.a V.b
Week 12	Última ronda (Final round) Oral presentations Final exam reviewing - Review for final exam. - Review of systematic errors.	- (Moodle) Farewell - Speaking practice with the oral exam partner. - Exercises and vocabulary for reviewing. - Practical exercises to reinforce grammatical, functional, lexical and cultural content. - Create a class glossary to review vocabulary: "The taboo".	I.a,b,c,d II.a,b III.a,b IV.a,b V.a
Week 13	FINAL EXAM		

REQUIRED COURSE MATERIALS:

López Ripoll, Silvia y Miñano López, Julia, Destino Erasmus 1, Ed. SGEL, 2009.

Recommended course materials:

1. Coursebooks: *Aula 2* y *Aula 3* (Editorial Difusión): *Libro del alumno*.
2. Grammar booklet prepared by the Instructor.
3. Weekly exercises on Moodle.
4. Dictionary English/Spanish.

Recommended readings:

Grammar books

1. Álamo Vaquera, P. (2006), *Ortografía cantada y gramática española* (con CD incluido), Madrid, Vision Net.
2. Grijelmo, A. (2006), *La gramática descomplicada*, Madrid, Taurus.
3. AA.VV. (2005), *Gramática Básica del Estudiante de Español*, Barcelona, Editorial Difusión; o (2011), *Gramática Básica del Estudiante de Español*, Edición revisada y aumentada.
4. AA.VV. (2009) *Cuadernos de gramática española, A2*. Barcelona: Difusión.
5. AA.VV. (2011) *Cuadernos de gramática española, B1*. Barcelona: Difusión.
6. AA.VV. (2008) *Competencia gramatical en uso, A2*. Madrid: Edelsa.
7. Matte Bon, F. (1992), *Gramática comunicativa del Español*, Madrid, Editorial Edelsa.

Dictionaries

1. Dudas del español: Fundéu <http://www.fundeu.es/>
2. Diccionario Clave: diccionario del uso del español <http://clave.smdiccionarios.com/app.php>
3. DICCIONARIO PANHISPÁNICO DE DUDAS (Primera edición, octubre 2005) <http://lema.rae.es/dpd/>
4. DICCIONARIO DE LA LENGUA ESPAÑOLA (Vigésima segunda edición) <http://lema.rae.es/drae/>
5. DICCIONARIO DE SINÓNIMOS Y ANTÓNIMOS. Espasa Calpe. 2005. <http://www.wordreference.com/sinonimos/>
6. Diccionario inglés-español / español-inglés online wordreference <http://www.wordreference.com>

Phonetics

1. AA.VV. (2008), *Ejercicios de pronunciación* (con CD incluido), Madrid, SGEL.
2. Moreno Fernández, F. (2001), *Ejercicios de fonética española para hablantes de inglés: Nivel I*, Madrid, Arco Libros.
3. Siles Artés, José (1994), *Ejercicios prácticos de pronunciación de español*, Madrid, SGEL.

Spanish Verbs

1. AA.VV. (2002), *Manual de la conjugación del español*, Madrid, Arco Libros.
2. Caballero González, G. (2006), *Verbos: modelos de conjugación regulares e irregulares* (más de 3500 verbos), Madrid, Anaya.
3. Cáceres Lorenzo, M.T. (2002), *La conjugación verbal*, Madrid, Anaya.
4. Kedris, C. y Kedris, TH. (2006), *501 Spanish verbs*, Barron's Foreign Language guides.