



SP 101 SPANISH LANGUAGE IN CONTEXT: NOVICE ABROAD I
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).

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

INSTRUCTOR:

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

This class combines a communicative and task-based approach. Activities will involve the practice of several skills together, using, as much as possible, authentic documents. Grammatical contents are structured and dependent on the topics discussed. In addition to the textbook, after each unit, several activities will be carried out both in class and in Moodle to allow students to use their newly acquired language abilities in context, to communicate and solve problems. In this course, an emphasis is made on learning strategies to help students progress and focus on communicating, paraphrases, looking for similar words, deducing meaning from the context, or forming associations.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class Participation – 15%
- Activity outside the class – 5%
- Homework, written assignments– 20%
- Midterm exam – 20%
- Final exam – 20%
- Final oral presentation – 20%

Key Dates

Midterm exam:

Final exam:

Course Element

- Class Participation: Students should attend and actively participate in every class. They are responsible for being prepared for the class.
- Workbook and Assignments: Students are responsible for completion of workbook activities and exercises, as well as self-correction with the clues given in the book or in Moodle. They will be checked in class to go over specific doubts. Other short written assignments might also be assigned by the professor. Late work will affect your class-preparation grade.
- Compositions: There are some take home compositions of approximately 200 to 300 words throughout the semester.

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- Midterm and Final Exam: Exams will have grammar and vocabulary exercises, and a composition. No dictionaries are allowed.

Field Study. Goal:

It is expected that the students have a direct contact with diverse aspects of Spanish life, promoting group work and the practice of Spanish language outside formal education. 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 professor, along with the students, will establish the calendar for the presentation.

The professor will evaluate the following aspects:

- Information contributed for the explanation of the topic
 - Presentation method
 - Execution of surveys and its conclusions
 - The students' ability to communicate; students shouldn't 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:

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

I. 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.

II. 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.

III. 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.

IV. 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.

V. 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.

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is mandatory for all IES Madrid classes, including course-related excursions. Absences will only be excused in cases of documented medical or family emergencies. Irregular attendance or lateness may result in a lower grade in the course and/or disciplinary action. For full details, please refer to the [Attendance and Punctuality Policy](#) document.

CONTENT:

Week	Content	Assignments There will also be daily homework not included in this list	Learning Outcomes
Week 1	Unit 1: Nosotros 1.Functional: Asking and giving personal information. Asking about meaning or spelling of a word. Describing reasons to study Spanish. 2. Grammatical: Present indicative of <i>llamarse, ser, vivir, tener</i> . Interrogative words. Prepositions (<i>para+ infinitive, en</i>) Gender agreement in article, nouns, adjectives. Present indicative I. Pronunciation: Vowels and prosody in Spanish. 3. Vocabulary: Countries and nationalities. Languages. Greetings and farewells. Classroom objects. Jobs. Numbers. 4. Culture: Intonation in Spanish. Spanish names, usage of two apellidos, DNI (ID). Hipocorísticos (short names: Pepe, Loli...) Treatment <i>tú/usted</i> .	(Class) Preparing a poster with basic information about each classmate: name, age, studies, where they are from, why they study Spanish. (Moodle) Introducing yourself.	I.a II.a III.a,b IV.a V. a
Week 2	Unit 2: Quiero aprender español 1.Functional: Expressing intentions. Expressing reasons for actions. Discussing our abilities. 2. Grammatical:	(Class) Deciding what you want to do in this Spanish course, discussing your learning styles and goals. (Moodle, written) List of goals for your semester abroad. Reading. P.33. Spanish words in other languages	I.a,b,c II.a III.a,b IV.a V.a

	Present indicative II, emphasis on the conjugation of <i>vosotros</i>. Articles: <i>el, la los, las, un, una, unos, unas</i> Graduating: <i>bien/ bastante bien/ regular/ mal</i>. <i>Ir a</i> + infinitive. Uses of: <i>para, por, porque</i> 3. Vocabulary: Languages. Classroom activities. Months. 4. Culture: Foreign language learning. Common European Framework. Co-official languages in Spain (Catalan, Galician, Basque) Spanish and Romance languages.		
Week 3	Unit 3: ¿Dónde está Santiago? 1.Functional: Describing different places. Expressing existence and location. Describing climate. 2. Grammatical: Usages of <i>hay</i>. Verb <i>estar</i> and usages. Superlative. Indefinite articles. Quantifiers: <i>muy, mucho, mucha, muchos, muchas</i>. Questions: <i>Qué vs Cuál. Cuántos, Dónde, Cómo</i>. 3. Vocabulary: Weather. Forecast. Geography. Seasons. 4. Culture: Geography of Spain: Comunidades autónomas and main cities. Amazing facts about cities in the Spanish-speaking world. El Camino de Santiago.	(Class) City guide, later to be uploaded on Moodle. (Written) Describe your hometown, its climate, your favorite places. (Class) Test about our knowledge of the Spanish-speaking world and countries.	
Week 4	Unit 6: Día a Día 1.Functional:	(Written) Your daily routine. (Class) Contest... the 'most...' in several categories (madrugador/a, trabajador/a...)	I.d,e II.a, b III.a,b IV.a, b

	Talking about habitudes and daily routine. Expressing frequency. Being able to express time and hours of events. Comparing. Agreeing and disagreeing. 2. Grammatical: Present indicative: Irregular verbs Reflexive verbs. <i>Yo también/tampoco/ sí/no.</i> <i>Estar + gerundio</i>, regular and irregular. Connectors: <i>primero, después, luego</i> 3. Vocabulary: Hours, days of the week, daily routine. 4. Culture: Spanish schedules and store hours. Spanish educational system.	Reading. P.80. Leisure statistics for Spaniards And 'Comer tarde y dormir poco'	V.a,c
Week 5	Unit 4: ¿Cuál prefieres? 1. Functional: Talking about needs. Asking for products and prices. Expressing preferences, agreeing and disagreeing. Asking for schedules. Expressing causes. Comparing prices. 2. Grammatical: Demonstratives: <i>Este, esta, estos, estas.</i> <i>Tener que + infinitive</i> Verbs: <i>ir</i> and <i>preferir</i> 3. Vocabulary: Malls. Numbers up to 2000. Colors. Clothes and accessories. Stores and products. 4. Culture: Spanish brands. Spanish stores and shopping. (Centros comerciales, mercados, mercadillos) Sizes.	(Class) Organizing a day trip (Moodle) Deciding what to pack for the day trip.	I.a,b,e II.a,b III.a,b IV.a,b V.a,c

Weeks 6 Midterm Review MIDTERM EXAM	Unit 7: A comer 1.Functional: Going grocery shopping. Expressing instructions to prepare a dish. Being able to order in a restaurant and ask for information. 2. Grammatical: Verbs: <i>poner</i> and <i>traer</i> Direct Object pronouns (<i>lo, la, los, las</i>) Usages of <i>de</i> and <i>con</i> 3. Vocabulary: Food. Tableware. Ingredients. Weights. 4. Culture: Mediterranean Diet. Denominación de origen. Regional dishes. Tapas and raciones. Reading: 'Comida en la calle'.	(Class) Role-play about going shopping: preparing a visit to a Mercado, mercadillo or centro comercial. (Written) Write the daily menu of a restaurant. (Listening) Listening to a Spanish recipe and (Written) Recipes: compilation of a cooking book for the class.	I.a,b,e II.a,b III.a,b IV.a,b V.a,c
Week 7	Unit 5: Tus amigos son mis amigos 1. Functional: Identifying someone in a group. Making and responding to compliments. Describing physical appearance and likes of a person. Proposing plans, and accepting or rejecting them. Making excuses. Greetings for birthdays. Understanding and responding to basic commands. 2. Grammatical: Possessive adjectives (<i>mi, tu, su...</i>) Verbs with I.O. (<i>gustar</i>) <i>A mí también/ tampoco/ sí/ no</i> Quantifiers: <i>muy, bastante, un poco</i> <i>También/ Tampoco</i> 3. Vocabulary: Family members. Physical description, character. 4. Culture: Sending emails. Spanish types of family.	QUIZ (Class and written) Describing a friend and introducing him/her to the class (Class) Identifying and describing celebrities in pictures	I.a,b,e II.a,b III.a,b IV.a,b V. a,b,c

	Spanish speaking actors and actresses.		
Week 8	Unit 8: El barrio ideal 1.Functional: Describing towns, neighborhoods and cities. Asking for and giving directions. 2. Grammatical: Quantifiers (<i>algún, ningún, muchos...</i>) Prepositions. Adverbs of place. Contrast <i>ser/estar</i> Intro: Imperative affirmative <i>tú/vosotros</i> . 3. Vocabulary: Services and places in cities. Neighborhood. 4. Culture: Pamplona.	Reading: tres festivales imprescindibles. (Class) Describing our ideal city- neighborhood	.a,b,e II.a,b III.a,b IV.a,b V. a,b,c
Week 9	Unit 9 ¿Sabes conducir? 1.Functional: Describing past experiences. Talking about intentions and projects. Talking about abilities. 2. Grammatical: Present perfect. (Pretérito perfecto) Past participles, regular and irregular. <i>Ir a + infinitivo</i> . <i>Ya vs. Todavía no</i> <i>Saber, poder and conocer</i> . 3. Vocabulary: Leisure and free time. Schedules. 4. Culture: Spanish cities.	POSTER: About a city or region in Spain, which you will be presenting in class. (Written) Writing a postcard to a friend describing what the student has done since he/she arrived in Madrid.	I.c,e II.c III.a IV.a,b V.a,c

Week 10	EXTRA MATERIAL: Una vida de película 1.Functional: Narrating biographies. Sequencing actions. Locating actions in the past. 2. Grammatical: Pretérito indefinido usages, conjugation, focus on irregular verbs. Contrast pretérito indefinido and pretérito perfecto. 3. Vocabulary: Leisure and free time. Schedules. 4. Culture: Important historical characters and facts in the history of Spain.	(Class) Voting the most important year for our class (Written) Writing your biography (Moodle) Designing a guide of Madrid, of recommended places by each students, and describing their experiences in the places (when they were there, how many times, did they like it...)	I.a,b,c,d II.a,b III.a,b IV.b V.a,b,c
Week 11 Oral presentations	EXTRA MATERIAL: Antes y ahora 1.Functional: Describing situations, habits and feelings in the past. Comparing the past to the present (<i>antes vs. Ahora</i>) 2. Grammatical: Pretérito imperfecto. Adverbs in <i>-mente</i> . Verb <i>soler</i> (use to) + inf in the past (<i>solía</i>) Consequence markers: <i>así que, por eso</i> . Discourse markers to narrate in the past. 3. Vocabulary: Life stages. 4. Culture: Spain: then and now. Spain during Franco's regime.	(Written) Childhood memories QUIZ: past tenses	I.a, d, e II. a, b III.a,b IV.a V.a,c
Week 12 Review and Final Exam	Review of contents for the final exam.	Review activities.	



COURSE-RELATED TRIPS:

- To be organized during the semester.

REQUIRED READINGS:



VV.AA. (2020) Aula Internacional Plus I. English Edition. Barcelona: Difusión
(Only course book, not workbook nor grammar or vocabulary companion)

Please note, it is Aula Internacional 1 Plus (Not Aula 1), ours has a black & red cover, and that it is the Plus edition. The version for English speakers is highly recommended since it has grammar charts both in English and in Spanish, but otherwise, the Aula Internacional 1 Plus (in Spanish) can be used.

RECOMMENDED READINGS:

VVAA (2011): Gramática Básica del Estudiante de Español. Editorial Difusión, Barcelona.

English version: VV.AA. (2013) Student's Basic Grammar of Spanish: English Edition. Revised and Expanded. Barcelona: Difusión.

VV.AA. (2008) Competencia gramatical en uso, A1. Madrid: Edelsa.

VV.AA. (2008) Competencia gramatical en uso, A2. Madrid: Edelsa.

INSTRUCTOR BIOGRAPHY:

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