



SP 201 SPANISH LANGUAGE & CULTURES: NOVICE ABROAD III

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:

This course is designed for students with little prior knowledge of Spanish. Students who can already use some words and phrases, and who can understand simple requests and responses are appropriate for this level. Students entering this course are also able to read and interpret the basic meaning of simple sentences and phrases. Students who have studied basic Spanish in high school or in college but never continued to build their skills may find this level appropriate. Students who have studied another Romance language may also be capable of entering this level. The language assessment process will determine the appropriate level for each individual student.

This course builds upon the skills introduced in Novice Abroad I & II. By the end of the course, the successful student will have built a solid foundation in the five skills: intercultural communication, reading, writing, listening, and speaking to accomplish a variety of everyday needs in the host culture as described in the learning outcomes below and should be capable of entering the Emerging Independent Abroad level.

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.

Self-Assessment: Students are encouraged to keep a PORTFOLIO, compiling the activities, lists, and texts for each unit. This will allow the student to reflect on his/her progress as well as to evaluate his/her learning at the end of the course. The Portfolio is optional.

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REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation (class and Moodle) - 15%
- Homework and written assignments - 20%
- Midterm exam - 20%
- Final exam - 20%
- Oral Presentation - 20%
- Activity outside the class - 5%

Key Dates:

Midterm exam:

Final exam:

Course Element:

- Participation (class and Moodle): Students should attend and actively participate in every class. They are responsible for being prepared for the class.
- Homework and written 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.
- Midterm exam.
- Final exam: on contents covered in class (specific contents tested in the midterm exam will not be included).
- Oral Presentation: A couple of weeks before midterms, groups of 2 or 3 students will be organized and the topics will be discussed. The instructor, along with the students, will establish the calendar for the presentation or video.

The instructor will evaluate the following aspects:

Information presented to explain 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.

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 simple everyday needs using verbal and non-verbal communication, and they will be able to use compensatory strategies when they do not know the word or expression (paraphrasing, repetition, talking around the point, body language etc.).
- B. Students can recognize some appropriate and inappropriate expressions and behaviors in the host language.
- C. Students will be able to distinguish between simple representations of formality and informality in the language.
- D. Students will identify some differences between cultural stereotypes and generalizations between the home culture and the host culture.
- E. Students will start to make informed comparisons between their host culture and the home culture.

II. Listening



A. Students will be able to understand simple 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 spoken language they overhear, including the media, conversations between others, and announcements.

III. Speaking

A. Students will be able to use simple phrases appropriately in everyday situations with increasing accuracy (home, the IES Abroad Center, and the community).

B. Students will be able to express simple needs by asking questions, and get what they need in uncomplicated, everyday situations.

IV. Reading

A. Students will be able to identify and understand simple sentences and deduce meaning from context if it is relevant to their studies.

B. Students will be able to interpret main ideas in short passages and news headlines if they are relevant to them.

V. Writing

A. Students will be able to write short texts about concrete topics, such as themselves, their families, their friends, their likes, dislikes, plans, experiences and their daily routines.

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

C. Students will be able to write with increased accuracy, although using some native language structures. By the end of the course, students will be able to:

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: Viaje al español. 1-Communication: Greet and say goodbye Ask for someone's name Introduce yourself and react Ask the meaning Numbers up to 10 Talk about the reasons to study Spanish 2. Grammatical: Pronunciation The definite article Gender and number in nouns Personal pronouns	Talking about reasons to study Spanish Pronouncing Spanish sounds Reading: origins of words in Spanish Bingo about Spanish words (Moodle) Introducing yourself.	I.A II.A III.A, B IV.A V. A

	Addressing someone (tú/ usted) Regular verbs ending in ar 3. Vocabulary: Names and last names Greetings and farewells Letters Languages and countries 4. Culture: Famous people from the Spanish-speaking world Panamericana: De norte a Sur		
Week 2	Unit 2: Primeros contactos 1. Communication: Spelling Introduce yourself Greet and say goodbye Ask for personal information and answer Deny statements 2. Grammatical: The indefinite article Gender in professions Negation Regular verbs ending in er/ ir Verbs ser and tener 3. Vocabulary: The alphabet Greetings and farewells Professions, workplace 4. Culture: Video: personalidades Latinas Panamericana: México	Talking about professions Listening to conversations where people introduce each other Reading a text and completing personal data Guessing who is who based on personal data Completing cards with information about classmates	I.A, B, C, E II.A, B III. A, B IV.A, B V. A, B

Week 3	Unit 3: Me gusta mi gente 1. Communication: Talking about families Describing a person: physical, character Ask for likes and reply Say the date Ask for someone's birthday 2. Grammatical: Possessives Gender and number Question words Verb gustar and similar verbs (encantar, interesar...) 3. Vocabulary: Family and personal relationships Physical description Character adjectives Tastes Numbers Months of the year 4. Culture: Famous families: Cruz and Bardem Valor Chocolates Panamericana: Guatemala	Completing the family tree of different families after reading a text Guessing people after asking questions Reading a text about a small company and recognizing words and answering questions Describing characteristics (physical, character) of different people Talking about likes and dislikes, agreeing or disagreeing with classmates Writing a personal description	I.A, B, C, E II.A, B III. A, B IV.A, B V. A, B
Week 4	Unit 5: Comer con gusto 1. Communication: Buy food, asking for prices, talking about quantities and packaging, asking for something in a bar Refer to something mentioned. Telling time and expressing frequency. 2. Grammatical: Direct object pronouns Impersonal se Verbs with vowel changes (e-ie, o-ue) Times 3. Vocabulary: Food Quantities and measurements Packaging 4. Culture: Tapas, menu del día, bars in Spain and opening hours Panamericana: Costa Rica	Reading a conversation, a customer buying fruit Talking about preferences and food we like with classmates Listening and reading a text about ordering in a restaurant and asking questions Discussing about Spanish schedules Writing the menu for a tapas bar	I.A, B, C, D, E II.A, B III. A, B IV.A, B V. A, B
Week 5	Unit 10: Tengo planes 1. Communication: Ordering in a restaurant Ways of preparing food Asking for something missing Evaluating food Describing something	Talking about leisure activities and preferences Making recommendations for activities in Madrid and reacting, accepting plans Describing our plans and schedule	I.A, B, C, D, E II.A, B III. A, B IV.A, B V. A, B

	Making plans, accepting or rejecting invitations 2. Grammatical: Ir a / infinitive. Preposition and pronouns Relative phrases with que and donde Differences saber vs poder Otro/a/os/as with countable nouns Un poco más (de) uncountable nouns 3. Vocabulary: Leisure activities International products and dishes Menú del día 4. Culture: In a restaurant. Eating out. Panamericana: Chile	Leisure activities in Spain and describing dishes Role play about ordering in a restaurant Proposing a plan for a class activity.	
Week 6	Review for midterm, including unit 4 (Mirador)		
Week 7	Unit 6: Por la ciudad 1. Communication: Discover a city Ask and say where something is Asking for information Expressing need Indicate how to get somewhere 2. Grammatical: Hay vs está(n) Expressions of place Prepositions Irregular verbs Introduction to imperative affirmative 3. Vocabulary: Parts of the city Monuments Activities in the city Transportation Shops 4. Culture: Sevilla, Bogotá Panamericana: Colombia	Guessing which city sentences refer to, based on their characteristics Reading a text about Sevilla and completing sentences Providing directions to get to places Reading a text and choosing the places that interest us Preparing a guide for a city: monuments, restaurants, stores	I.A, D, E II.A, B III. A, B IV.A, B V. A, B, C

Week 8	Unit 7: El placer de viajar 1. Communication: Booking a hotel room Asking for information Expressing agreement and disagreement Expressing frequency Address someone to complain, apologize, accept an apology 2. Grammatical: Indirect object pronouns Pretérito perfecto, describing recent events Mucho/a/os/as, muy, mucho Verbs with -g in first person Present perfect (Pretérito perfecto), irregular participles 3. Vocabulary: Types of housing and services Leisure and tourism Complaints 4. Culture: Mallorca, Cuba Panamericana: Ecuador	Discussing about housing and completing information about hotel reservations Talking about preferences when travelling Planning a trip Preparing some bullet points about a recent trip and sharing with classmates	I.A, B, C, D, E II.A, B III. A, B IV.A, B V. A, B, C
Week 9	Unit 9: Caminando 1.Communication: Talking about clothes and materials Pointing to something Describing daily routine Describing a process Giving advice Comparing something Describing the weather 1. Grammatical: Comparison Reflexive verbs <i>Saber/ conocer</i> and conjugations Demonstratives Estar and gerund 2. Vocabulary: Clothes, colors, materials Climate 3. Culture: El Camino de Santiago The Inca trail Panamericana: Perú	Classifying clothes and deciding what to pack in a suitcase Listening to a text about Camino de Santiago Reading a travel diary Discussing the weather Design an excursion and prepare a brochure and a presentation	I.A, B, C, D, E II.A, B III. A, B IV.A, B V. A, B, C

Week 10 Oral presentations	Unit 11 & extra material 1. Communication: Describing a home Compliment and react Giving biographical information Talking about events in the past Locating moments in the past 2. Grammatical: Preterite, regular and irregular past tenses Markers for indefinido and pretérito perfecto 3. Vocabulary: Parts of a house Furniture Characteristics of a house Stages of life 4. Culture: Cocoa Panamericana: Argentina	Discuss the ideal location for a house Reading a biography and completing data Discussing statements about the history of cocoa Writing a text with memories from the course	I.A, B, C, D, E II.A, B III. A, B IV.A, B V. A, B, C
Week 11 Oral presentations	Extra material 1. Communication: Narrating memories in the past Comparing antes vs ahora 2. Grammatical: Pretérito imperfecto. Talking about habitudes and circumstances in the past. Introduction: Contrast pretérito imperfecto and pretérito indefinido. Past of estar + gerundio (estaba hablando, haciendo) Introduction: Pretérito pluscuamperfecto. Discourse markers. 3. Vocabulary: Historical periods Life stages 4. Culture: Spain in the past	Reading about Spain during Franco's regime Comparing then and now: periods, habitudes, photos.	I.A, B, C, D, E II.A, B III. A, B IV.A, B V. A, B, C
Week 12 Review and Final Exam	Review of contents for the final exam (including some activities from units 8 and 12)	Review activities.	I.A, B, C, D, E II.A, B III. A, B IV.A, B

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COURSE-RELATED TRIPS:

- To be organized during the semester.

REQUIRED READINGS:

- VV.AA. (2022) Nos Vemos Hoy 1: Edición híbrida. Edición para estudiantes. Barcelona: Difusión
- VV.AA. (2022) Nos Vemos Hoy 1. Edición híbrida. Edición para estudiantes. A Spanish course for English speakers. Barcelona: Difusión

RECOMMENDED READINGS:

- VV.AA. (2011) Gramática Básica del estudiante español. Edición Revisada y Ampliada. Barcelona: Difusión
- English version: VV.AA. (2013) Student's Basic Grammar of Spanish: English Edition. Revised and Expanded. Barcelona: Difusión.
- VV.AA. (2014) Actividades para el MCER A1 + audio (Nueva edición). Madrid: EnClave ELE
- VV.AA. (2014) Actividades para el MCER A2 + audio (Nueva edición). Madrid: EnClave ELE
- VV.AA. (2018) Cultura en el mundo hispanohablante: Libro A2/B1 - Nueva edición. Madrid: En Clave ELE
- Encinar, A. (2014) Uso Interactivo del Vocabulario. Edición actualizada y ampliada. A-B1. Madrid: Edelsa.
- VV.AA. (2014) Aula Internacional 1. Grammar and Vocabulary Companion. Barcelona: Difusión
- VV.AA. (2005) (Live) Spanish Grammar for English Speakers. Madrid: EnClave ELE
- VV.AA. (2008) Cuadernos de gramática española, A1. Barcelona: Difusión.
- VV.AA. (2009) Cuadernos de gramática española, A2. Barcelona: Difusión.
- VV.AA. (2008) Competencia gramatical en uso, A1. Madrid: Edelsa.
- VV.AA. (2008) Competencia gramatical en uso, A2. Madrid: Edelsa.
- VV.AA. (2009) Speed Up Your Spanish. Strategies to Avoid Common Errors. London: Routledge
- Yates, Jean. (2004) Correct Your Spanish Blunders: How to Avoid 99% of the Common Mistakes Made by Learners of Spanish. London: McGraw-Hill.
- BBC Spanish. <http://www.bbc.co.uk/languages/spanish>
- University of Iowa: Phonetics, the sounds of Spanish: <http://www.uiowa.edu/~acadtech/phonetics>

INSTRUCTOR BIOGRAPHY: