



SP201I SPANISH LANGUAGE IN CONTEXT: NOVICE ABROAD I

IES Abroad Salamanca

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 paper 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.

CREDITS: 7 credits in total

	Number of credits
ORIENTATION	1
SEMESTER	6
TOTAL	7



CONTACT HOURS: 105 in total

	Number of contact hours	Assessment %
ORIENTATION	15	15 %
SEMESTER	90	85 %
TOTAL	105	100%

LANGUAGE OF INSTRUCTION: Spanish

INSTRUCTOR: Marta Vacas Matos PhD. mvacas@iessalamanca.org

OFFICE HOURS: on demand, face to face / online & by appointment.

PREREQUISITES: Completion of IES Abroad's SP 102 Novice outcomes, determined by placement test.

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.

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 make 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.

This course is framed within the **IES Abroad Global Pillars** which seek to bring the UN Sustainable Development Goals (SDGs) closer to IES Abroad students (Proyecto Salamanca Sensible).



SP201I SPANISH LANGUAGE IN CONTEXT: NOVICE ABROAD I ORIENTATION

IES Abroad Salamanca

DESCRIPTION: In this orientation course students will learn to tackle the most immediate obstacles upon their arrival in Salamanca. Thus, they will succeed in describing their new environment, ordering in stores and making formal requests in everyday life contexts. Nevertheless, this course has a dual purpose: on the one hand, it will help students improve their communicative competence so that they can deal with their main needs in an immersion context; on the other hand, it will enable us to confirm that students are placed in the most appropriate level for their semester language course.

CREDITS: 1

CONTACT HOURS: 15

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Completion of IES Abroad's SP 102 Novice outcomes, determined by placement test.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation (15%)
- Oral presentations (10%)
- Assignments (30%)
- Course-related trips (20%)
- 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.

Course participation

Since it is a continuous evaluation process, apart from students' academic performance, their active, participatory, and responsible attitude in class as well as their interaction with other students will be positively evaluated.

Oral presentations

- Introduction of a classmate to the class
- Eating habits.

Assignments

- Writing
 - Writing I: Introduction of themselves and a classmate
 - Writing II: Description of the town where they live.

Course-related trips

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

On the last day, students either in pairs or individually, will present a video that they recorded themselves or act in a scene in front of the class talking about how the first week/days abroad went. They will present the best and worst of their experience in Salamanca and Spain.

LEARNING OUTCOMES:

In this orientation course, inside and outside the classroom, students will acquire the necessary communication skills for their adequate adaptation into an immersion context. Specifically, by the end of the course, students will be able to:

- deal with situations in the city in a practical way;
- recognize the most emblematic historical places of the city, as well as those places interesting for students;
- identify where culture is most evident in Salamanca;
- succeed in everyday communicative situations: stores, medical centers, pharmacies, libraries, bars, etc.;
- handle their first social interactions more fluently.

ATTENDANCE POLICY:

As a member of our academic community, students are expected to be present and on time to class every day. Attending class has an impact on learning and academic success. For this reason, attendance is required for all IES Abroad Salamanca classes, including course-related trips and activities. Each student will be allowed a certain number of unexcused absences for each course which will depend on the type of course (see chart below). For each unexcused absence beyond these there will be a reduction of one third of a letter grade in the final grade (i.e., A to an A-). Students who are late to class on a regular basis may also receive a reduction in their final grade. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled if the absence is excused by the academic staff. Absences will only be excused for documented medical issues, family emergencies, specific religious observances or other extenuating circumstances. Students need to request approval for excused absences within ONE WEEK of the absence by sending all documentation to the Head of Faculty, Internships & Administration (mtabarez@iesabroad.org). No approvals will be granted after the one-week deadline.

Maximum number of unexcused absences: 1 block.

CONTENT:

Day	Content	Assignments
Day 1 Aug. 28	¡Estoy en Salamanca! (I'm 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. 2. Vocabulary: Basic resources for personal introductions. Physical appearance and character. Vocabulary of social interactions. Academic and university vocabulary. Main false friends. 3. Culture: Greetings in Spain. <i>Tú</i> and <i>usted</i>. The Spanish education system. University and student life. Course-related trip I: Scavenger hunt, Salamanca.	-Writing (I): "mi compañero y yo" a. Writing a personal introduction. b. Writing an introduction of a classmate. -Oral presentation: Preparing an introduction of a classmate to the class - Course-Related Activity I: Presentation of the photographic results of their Scavenger hunt.

Day 2 Aug. 29	Primeros pasos (First steps) 1. Functional: 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: Types of establishments and stores. Products that can be found in each of them. Food. Measurements and packaging. Clothes and colors. 3. Culture: Discovering the most important commercial areas and differentiating the commercial protocol of each store. Commercial schedules, habits and consumption spaces in Salamanca. Bargaining Oral presentations: a. Oral presentation about a classmate Course-related trip II: Visiting Salamanca market. Conducting a survey on consumption habits in Salamanca	-Oral presentation: Preparing a talk about their groceries shopping habits. - Final oral presentation (I): create a draft of the main ideas to be covered in the video or scene. - Assignment: Creation of a glossary about food, measures, establishments etc. - Course-Related Activity II: comparing the results of their visit to market with a supermarket.
Day 3 Sep. 1	Salamanca vestida de arte (Salamanca is full of art) 1. Functional: 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: Culture, leisure and free time. Urban vocabulary. 3. Culture: Salamanca and its cultural offer. Oral presentation: a. Oral presentation in pairs about the answers of the survey conducted on the previous day. b. Oral presentation about their eating habits. Course-related trip III: Visit to Barrio del Oeste to discover the urban art gallery.	-Writing (II): Writing about the town where they live. -Final oral presentation (II): Writing the script and creating the PowerPoint. -Assignment: Creation of a glossary about the city and art. - Course-Related Activity III: writing or talking (they choose) about their favorite piece of art in Barrio del Oeste.

Day 4 Sep.2	<i>¡Más que tapas! (Spaniards do more than tapas!)</i> 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 behavior. "Tapas", "bote". Course-related trip IV: Spaniards tell us about <i>tapas</i>. Students interview Spaniards about their habits while they have some <i>tapas</i>.	-Assignment: Creation of a glossary about bars and restaurants. - Course-Related Activity IV: Presentation of legends of Salamanca.
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COURSE-RELATED TRIPS/ACTIVITIES:

- Course-Related Activity I: Visiting the most emblematic historical places of the city. After discovering some of the most emblematic places in the city of Salamanca through a reading and a power point presentation as a pre-task, we will go on a discovery tour of the city. The task itself will consist of a photographic scavenger hunt in pairs prepared by the teacher. As a post-task the students will make a power point presentation of the photographic results of their scavenger hunt which they will present the following day to their classmates together with a speech about why their photographs are the best and why they should win the prize.
- Course-Related Activity II: Visiting Salamanca market and the main commercial areas of the city. After learning vocabulary about food, measurements, establishments, clothes etc. we will visit the most emblematic commercial place of the city: the Market. Students will be conducting a survey on consumption habits in Salamanca and learn about proximity products. The results of the survey will be discussed after the visit as a post-task.
- Course-Related Activity III: Visit to Barrio del Oeste to discover the urban art gallery. After learning about the most artistic places in the city of Salamanca and discovering the vocabulary to be able to speak properly about art, we will visit what is undoubtedly the most artistic neighborhood in Salamanca. There we will go on a guided walk which will culminate with the students revisiting their favorite urban work and taking notes to be able to do the post-task which will consist of writing about a work of art or about the neighborhood itself.
- Course-Related Activity IV: Spaniards tell us about *tapas*. This outing will allow students to experience one of Spain's most iconic social traditions: *ir de tapas*. Through conversations with locals, students will learn how this custom shapes everyday life in Salamanca and how it differs from other parts of Spain.

REQUIRED READINGS:

All readings will be available in the course moodle. (<https://moodle.iesabroad.org/>).

RECOMMENDED READINGS:

Dictionaries:

- COLLINS (2009) *Diccionario bilingüe español-inglés*, Barcelona, Grijalbo.
- AA.VV. *Diccionario Salamanca de la lengua española*. Madrid: Santillana, 2006.
- Real Academia Española. *Diccionario de la lengua española*. Madrid: Espasa Calpe, 22nd ed., 2001. [available on-line at www.rae.es]
- Real Academia Española. *Diccionario panhispánico de dudas*. Madrid: Espasa Calpe, 2005. [available on-line at www.rae.es]

Culture:

- Quesada Marco, S. *España siglo XXI: Curso monográfico sobre la España contemporánea*. Madrid: Edelsa, 2012.

Grammar books:

- AAVV. *Aspectos de sintaxis del español*. Madrid: Santillana/Universidad de Salamanca, 2000.
- AAVV. *Gramática básica del estudiante de español*. Barcelona: Difusión, 2005.
- García Santos, Juan Felipe. *Sintaxis del español. Nivel de perfeccionamiento*. Madrid: Santillana y Ediciones USAL, 2007.
- Gómez Torrego, L. *Manual del español correcto*. Madrid: Arco Libros, 1993.
- Grijelmo, A. *La gramática descomplicada*. Madrid: Taurus, 2006.
- Matte Bon, F. *Gramática comunicativa del español*. Madrid: Editorial Edelsa, 1992.

Electronic resources:

- Aula virtual del Instituto Cervantes: <http://cvc.cervantes.es/>
- Página con vocabulario, explicaciones gramaticales y ejercicios variados para el estudiante: <https://www.profedelee.es/>

Websites about “el barrio del Oeste”

- <http://galeriaurbanasalamanca.es>
- <http://gastasuelas.com/barrio-del-oeste-la-salamanca-mas-alternativa-y-creativa/>
- <https://zoes.es/>

Websites about “El mercado central”

- <http://www.mercadocentralsalamanca.com>
- <https://www.salamancaenelayer.com/2012/09/plaza-del-mercado.html>



**SP201I SPANISH LANGUAGE IN CONTEXT: NOVICE ABROAD I
SEMESTER**

IES Abroad Salamanca

DESCRIPTION:

This course is aimed at those students who have a basic knowledge of Spanish. In this course, students will increase their linguistic resources to communicate in everyday situations. Likewise, they will expand their linguistic and communicative competence through the acquisition of analytical skills, with the aim of promoting a certain level of autonomy and linguistic reflection.

These classes will help students improve the four language skills through task-based activities, writing and reading exercises, and oral practice in class. The goal of this course is to promote the consolidation and fluency of narrative structures as well as to develop the reading and writing of texts.

CREDITS: 6

CONTACT HOURS: 90

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: having successfully completed the orientation program of SP201i Spanish Language in Context: Novice Abroad I

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation and oral presentations - 10%
- Language journal, colloquial dialogs and written compositions - 20%
- Exams - 40%
 - Mid-term exam - 20%
 - Final exam - 20%
- Research paper - 20%
- Course-related trips - 10%

Course Participation and Oral Presentations

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 (further details in "Rubrics for Assessment of Attendance, Dedication, Attitude and Participation" posted on Moodle).

Oral presentations mean that students will orally present a topic individually or in pairs (further details in "Contents" below) 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).

Interaction activities with people from Salamanca (surveys, interviews, etc.) and glossaries are also included in this section.

Language journal, colloquial dialogs and written compositions

A written composition of the language journal will be submitted weekly. Approximate length: 150 words. 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.



Assessment criteria for the language journal and written compositions: written assignments will be evaluated by the instructor, as long as they are submitted on time, based on criteria of adequacy, discourse organization, lexical richness, grammatical correctness and thematic depth. See rubrics in Moodle.

Exams

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 dates and times cannot be modified.

- **Mid-term exam:**
 - Oral exam: 16 October - 40%
 - Written exam: 14 October - 60%
- **Final exam:**
 - Oral exam: 4 December - 40%
 - Written exam: 2 December - 60%

(The final exam will include all course content)

Research paper

Individually, students will have to carry out cultural research about different topics related with Spanish culture and proposed by the instructor. The written version of the project will be submitted on 23 October. Every student will have to orally present her/his research paper in class. From week 2, research topics will be announced. Length of research paper: 5 pages. Style guidelines posted on Moodle.

Course-related trips/activities

The instructor and the students will carry out several 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.

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.

ATTENDANCE POLICY:

As a member of our academic community, students are expected to be present and on time to class every day. Attending class has an impact on learning and academic success. For this reason, attendance is required for all IES Abroad Salamanca classes, including course-related trips and activities. Each student will be allowed a certain number of unexcused absences for each course which will depend on the type of course (see chart below). For each unexcused absence beyond these there will be a reduction of one third of a letter grade in the final grade (i.e., A to an A-). Students who are late to class on a regular basis may also receive a reduction in their final grade. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled if the absence is excused by the academic staff. Absences will only be excused for documented medical issues, family emergencies, specific religious observances or other extenuating circumstances. Students need to request approval for excused absences within ONE WEEK of the absence by sending all documentation to the Head of Faculty, Internships & Administration (mtabarez@iesabroad.org). No approvals will be granted after the one-week deadline.

Maximum number of unexcused absences: 3 classes.

CONTENT:

Week	Content	Assignments
Week 1 Sep. 9th – 11th September 8th local holiday NO CLASS	¿Y tú quién eres? (Who are you?) Introduction to the course: objectives, expectations, and strategies. 1. Functional: Greeting and saying goodbye; introducing themselves and someone else; asking and giving personal information. Using basic resources for communication in class. 2. Grammatical: Present of Indicative of the verbs <i>ser</i> , <i>tener</i> and <i>llamarse</i> . Interrogatives, demonstratives, definite articles, gender and number. 3. Lexical:	- Grammar and vocabulary exercises to consolidate weekly contents. - TEXTS/READINGS: - <i>Choque Cultural</i> - LANGUAGE JOURNAL 1: About “Extra”, chapter one. - RESEARCH PAPER: Choosing the topic.

	Greetings, farewells, nationalities, countries, professions. 4. Pronunciation: Sounds of Spanish I. 5. Cultural: Names in Spain, two surnames, Spanish ID card. Hypocoristics. Cultural shock.	
Week 2 Sep. 15th – 18th	<i>Esta es mi familia (This is my family)</i> 1. Functional: Speaking about habits and routines; speaking about schedules and frequency; asking and giving personal details and information about other people; asking and giving the time and date; speaking about personal and family relationships; speaking about appearance and character; speaking about possession. 2. Grammatical: Verb <i>estar</i>; verbs in present to give personal information and speak about habits; adverbs and expressions of frequency; interrogatives; comparatives; possessives. 3. Lexical: Personal details, days of the week, parts of the day, months, times, routines. Family; appearance and character. 4. Pronunciation: Sounds of Spanish II. 5. Cultural: - Young Spaniards. - Spanish habits. - Topics and stereotypes.	- Exercises to automatize grammar and vocabulary. - TEXTS/READINGS: - <i>¿Cómo son los españoles?</i> - LANGUAGE JOURNAL: My family and I. - RESEARCH PAPER: Project outline.
Week 3 Sep. 22nd – 25th	<i>En Salamanca voy a pie (In Salamanca I go on foot)</i> 1. Functional: Making comparisons; describing a house; giving information about the existence and the location of places; asking and giving an address; giving directions; drawing attention; speaking on the phone. 2. Grammatical: Verb <i>estar</i>; Indefinite articles; verbs to express existence and location; demonstratives and adverbs of place; verbs to give directions; verbs <i>ir, venir, llevar</i> and <i>traer</i>; ordinal numbers. 3. Lexical: City, neighborhood; location; means of transport. Types of housing; parts of the house and furniture; location. 4. Pronunciation: Sounds of Spanish III. 5. Cultural: - Wonderful Spanish-speaking cities.	- Grammar and vocabulary exercises to consolidate verbal forms as well as demonstratives and adverbs. - TEXTS/READINGS: - <i>Vivir en familia</i> - LANGUAGE JOURNAL: My routine - Oral presentation: My town, my home. - RESEARCH PAPER: Content outline for each section. - Course-related activity I: LGTBI+ Expert Activist.

Week 4 Sep 29th – Oct 2nd	Mis pasiones (My passions) 1. Functional: Expressing likes and preferences; agreeing and disagreeing; speaking about hobbies; expressing causes; intensifying the message; expressing abilities; speaking about what you can and cannot do. 2. Grammatical: Verbs <i>gustar</i> , <i>encantar</i> , <i>querer</i> and <i>preferir</i> ; because; relative and absolute superlatives; verbs <i>saber</i> and <i>poder</i> . 3. Lexical: Leisure and free time, sports, music, shows, professions. 4. Pronunciation: Sounds of Spanish IV. 5. Cultural: - Spanish families. - Spanish daily habits, true or stereotype?	- Grammar and vocabulary exercises to consolidate and practice how to express likes and preferences. - TEXTS/READINGS: - <i>Ciudades para estudiar</i> - LANGUAGE JOURNAL: My preferences - RESEARCH PAPER: Chapters 1 and 2.
Week 5 Oct. 6th – 9th	¿Quién da la vez? (Who's the last?) 1. Functional: Making and suggesting plans; accepting and refusing plans; speaking about developing actions; getting along in bars and restaurants; buying in supermarkets and shopping in stores; asking for prices; speaking about quantities; describing clothes, materials and objects; expressing purpose. 2. Grammatical: Resources to suggest, accept and refuse plans; verb <i>poner</i> ; <i>Estar</i> + gerund; indefinites; quantifiers; numbers (100-1000); third person direct object; preposition <i>para</i> ; some uses of the relative <i>que</i> . 3. Lexical: Food, drinks, typical dishes, bars, restaurants and recipes; types of food; measures and quantities; prices, colors and sizes. 4. Pronunciation: Sounds of Spanish V. 5. Cultural: - Leisure and parties. Spanish youth.	- Grammar and vocabulary exercises to practice how to make and suggest plans as well as shopping in diverse stores. - TEXTS/READINGS: - <i>Dormir como un rey por 10 euros</i> . - RESEARCH PAPER: Chapters 3 and 4. - Course-related activity II: Exchange with the CEPAIM Foundation.
Week 6 Oct. 14th – 16th October 13th Local Holiday NO CLASS	Llegó la hora de la acción (It's time for action) [*Mid-term exam] NO CLASSES (during our regular class hours I will be in the classroom for doubts, don't hesitate to come by) WRITTEN MID-TERM EXAM: 14 Oct. ORAL MID-TERM EXAM: 16 Oct.	

Week 7 Oct 20th – 24th CLASS ON FRIDAY UNTL 14:00 PM	<i>Ya me encuentro bien (Now I feel well)</i> 1. Functional: Expressing mood, physical condition and speaking about pain; expressing need; asking and giving advice; giving orders and expressing prohibitions. 2. Grammatical: Verbs <i>doler</i> , <i>encontrarse</i> , <i>sentirse</i> ; affirmative and negative imperative; <i>tener que</i> + infinitive; <i>necesitar</i> + infinitive; <i>deber</i> + infinitive; structure <i>Es</i> + adjective + infinitive. 3. Lexical: Physical activities; parts of the body; diseases; mood. 4. Pronunciation: Spanish syllables. Accentuation I. 5. Cultural: - Health in Spain. Courtesy in Spain.	- Grammar and vocabulary exercises to consolidate and practice how to express mood and physical conditions. - Oral presentation: a typical dish from the region. - TEXTS/READINGS: - <i>Consejos para pasar con éxito los exámenes</i> - LANGUAGE JOURNAL: tips and advice. - RESEARCH PAPER: Final deadline for the research paper: Oct. 23 - Course-related trip III: Visit to Tormes E.B. Foundation.
Week 8 Oct. 27th – 30th	<i>Cuando era pequeño (When I was a child)</i> 1. Functional: Speaking about habitual actions in past; describing people, animals or objects in past. 2. Grammatical: Imperfect preterit; accentuation in one-syllable words. 3. Lexical: Music, cinema. 4. Pronunciation: Accentuation II. 5. Cultural: - Typical dishes. The Mediterranean diet. <i>Las tapas</i> . Appellations of origin.	- Grammar and vocabulary exercises to practice how to speak about habitual actions in past. - TEXTS/READINGS: - La dieta mediterránea. - LANGUAGE JOURNAL: When I was young. - RESEARCH PAPER: Search of audiovisual material to prepare the presentation.
Week 9 Nov. 3rd – 6th	<i>Sucedió así (This is what happened)</i> 1. Functional: Telling news or stories in past; putting a story sequence in order; writing short texts in past. 2. Grammatical: Indefinite preterit; basic rules of accentuation. 3. Lexical: Travel and tourism; dates; markers of past; discourse markers. 4. Pronunciation: Accentuation of sentences. The spoken chain. 5. Cultural: - Regional dances. - Other dances of the Hispanic world.	- Grammar and vocabulary exercises to automatize Indefinite verbal forms. - TEXTS/READINGS: - <i>Experiencias Erasmus</i> - LANGUAGE JOURNAL: Anecdotes from my time in Salamanca
Week 10 Nov. 10th – 13th	<i>Nunca he estado en Portugal (I've never been to Portugal)</i> 1. Functional:	- Grammar and vocabulary exercises to consolidate and practice weekly linguistic contents.

	Speaking about recent past; speaking about developing actions in past; reacting to tales, news or stories. 2. Grammatical: Perfect preterit; past participle; contrast between indefinite and perfect preterit; markers of perfect preterit; <i>Estaba</i> + gerund. 3. Lexical: The media; the weather. 4. Pronunciation: Spanish intonation schemes. 5. Cultural: - Traditions and festivities. - The flea market. - The Way of Saint James.	- TEXTS/READINGS: - <i>El Camino de Santiago</i> - LANGUAGE JOURNAL: My experiences in Salamanca - RESEARCH PAPER X: Preparation of PowerPoint or video.
Week 11 Nov. 17th – 20th	<i>Este verano voy a ir a España (This summer I'll go to Spain)</i> 1. Functional: Asking and giving opinions; agreeing and disagreeing; speaking about plans, intentions and wishes; expressing conditions; asking if something is allowed or not; making a reservation. 2. Grammatical: Verbs <i>creer</i>, <i>pensar</i>, <i>opinar</i> and <i>parecer</i> to give opinions; agreement and disagreement expressions; the future; time markers of future; <i>ir a</i> + infinitive to speak about the future; conditional sentences. 3. Lexical: Vacations, hotels and tourism. 4. Pronunciation: Review. Tongue-twisters. 5. Oral presentations of research paper.	- Grammar and vocabulary exercises to practice how to give opinions. - TEXTS/READINGS: - <i>El español del futuro</i> - LANGUAGE JOURNAL: My plans for the future. - RESEARCH PAPER: Oral presentation of research paper.
Week 12 Nov. 24th – 27th	<i>Esto es todo amigos (That's all folks)</i> 1. Content review, paying special attention to the most difficult aspects. 2. Oral and written tasks to reinforce grammatical, functional and cultural contents for final exams. 3. Lexical: Games to practice acquired vocabulary. 4. Cultural: - Celebrities from the world of culture in Spanish: writers and artists. - Singer-songwriters and music in Spanish.	- Grammar and vocabulary exercises to review contents.
Week 13	FINAL EXAMS Written exam: 2 Dec. Oral exam: 4 Dec.	

COURSE-RELATED TRIPS/ACTIVITIES:

Course-related trip 1. LGBTBI+ Expert Activist (TBD)

Throughout the course we will listen to guest who will talk about their work on different topics. The talk will be interactive, and students will be expected to participate and interact with the guest. Students will be asked to prepare the topic and the questions they can ask

beforehand. After the talk, they will be required to reflect on what they have learned and then write, discuss or debate on their reflections and answer the required questions.

SDG 5: Gender Equality: Achieve gender equality and empower women and girls, end all forms of discrimination against all women and girls everywhere. Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other forms of exploitation.

SDG 10: Reduce inequalities and ensure that no one is left behind regardless of age, gender, disability, race, ethnicity, origin, religion or economic or other status.

Course-related trip/activity 2. Exchange with the CEPAIM Foundation (TBD)

During this language exchange, students will have the opportunity to speak Spanish and meet foreign students from the foundation, who have different life experiences.

SDG 4: Quality education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG 10: Reduce inequalities and ensure that no one is left behind regardless of age, gender, disability, race, ethnicity, origin, religion or economic or other status.

Course-related trip/activity 3. Visit to Tormes E.B. Foundation (28 March)

In this environmental activity center, students will actively participate in three activities guided by experts in the field (an itinerary through the riverside forest, a tour of 6 works of Art and a visit to the permanent exhibition "Our river, the Tormes").

This activity addresses SDG 1, Target 2.4 Sustainable and Resilient Agricultural Practices, as well as SDG 12: Responsible Production and Consumption and SDG 13: Climate Action. Students will discover the different sustainable development initiatives in the city of Salamanca.

Course-related trip/activity 4. Writing a newspaper.

Students will participate in the process of writing a newspaper along with the other groups of different Spanish levels this semester.

REQUIRED READINGS:

- Grammar booklet prepared by the instructor and uploaded in Moodle in each week folder.

RECOMMENDED READINGS:

Grammar books

- CERROLAZA, Ó. *Diccionario práctico de gramática. 800 fichas de uso correcto del español*. Madrid: Ed. Edelsa, 2005. [It is complemented by a workbook and answer key].
- MATTE BON, F. *Gramática comunicativa del español*. Madrid: Edelsa, 1995.
- VV.AA. *Gramática básica del estudiante de español*. Barcelona: Ed. Difusión, 2005. It covers from level A1 to B1 according to the CEFR.
- VV.AA. *Gramática*. Madrid: Anaya, 2007. Intermediate level B1. [Practical grammar book that includes exercises, answer key and a self-assessment test].

Dictionaries

- COLLINS. *Diccionario bilingüe español-inglés*. Barcelona: Grijalbo, 2009.
- VV.AA. *Diccionario Salamanca de la lengua española*. Madrid: Santillana.
- RAE. *Diccionario de la lengua española*. Available on-line at: <http://www.rae.es/recursos/diccionarios/drae>
- RAE. *Diccionario panhispánico de dudas*. Available on-line at: <http://www.rae.es/recursos/diccionarios/dpd>

Phonetics

- AA.VV. (2008), *Ejercicios de pronunciación (con CD incluido)*, Madrid, SGEL.
- 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.

Spanish Verbs

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

**On-line resources**

- CARLA: Spanish Resources. <http://www.carla.umn.edu/resources/teaching/spanish.html>.
- Instituto Cervantes. Aula Virtual. <HTTP://cvc.cervantes.es/>

INSTRUCTOR BIOGRAPHY:

Marta Vacas earned her degree in Spanish and her master's degree in teaching Spanish as a foreign language at the University of Salamanca (USAL). In the US she taught at Colby College, Emory University, The University of Texas at Austin, and The University of Pittsburgh. At The University of Texas at Austin, she earned her second master's degree, this time in linguistics and language acquisition. In Spain she has been teaching in different American university programs such as NYU, Stanford, Syracuse, SUNY, IES Abroad Madrid, ACCENT, and Middlebury College. In 2017, she earned her PhD in linguistics, from the UAM and created a virtual online corpus (www.coremah.com). She also coordinated several courses and graduate students as well as conducted workshops on teaching Spanish at the University of Pittsburgh. Currently, she teaches English at SCI and Spanish at CI (USAL). She has worked at IES Abroad Salamanca since 2022 and has taught SP353, SP325, SP401, and SP210 and 410.