



## SP351 SPANISH LANGUAGE IN CONTEXT: INDEPENDENT ABROAD I

IES Abroad Salamanca

### DESCRIPTION:

The main objective of these Spanish Language courses is to develop students' communication skills, taking advantage of the language immersion they experience in Spain. These courses address their needs from a holistic point of view, considering language as a tool for communicating with others in different communication situations, for expressing themselves through various means of communication and for developing as intercultural speakers.

As a result, these courses not only focus on grammar but also on the use of the Spanish language. Although students will reinforce, deepen and broaden their grammatical knowledge of Spanish (from a cognitive point of view), the aim of these courses is to put into practice all their knowledge of Spanish in communication situations where students will be able to develop their skills (speaking, writing, listening and reading), the necessary language functions and conversational strategies to communicate in different domains and situations, and their autonomy as learners and speakers of Spanish. All of this will be achieved by employing the previous level and the needs of students as a starting point to broaden their communication skills and improve their command of Spanish.

The objective of these courses is to, therefore, encourage the active use of the language, which is considered a tool as opposed to content to be memorized.

The working method, inside and outside the classroom, will focus on the active use of language, working in pairs and in groups, although there will also be time for students to work individually on certain topics. Given that students take these courses while experiencing language immersion in Spain, it is their responsibility to participate in the course inside and outside the classroom. Therefore, both the learning process itself and the final product are assessed by using different assessment tools: active participation in class activities, written assignments, research projects (cultural and/or linguistic) outside the classroom, etc.

Although the syllabi of these courses have been established in advance, they will be tailored as much as possible to the needs of students, their characteristics and pace of learning. Furthermore, as students typically only spend one semester at IES Abroad Salamanca, some content may be covered in all language courses in order to meet students' communication needs and language level. Certain studies have shown that studying abroad can improve all aspects of language skills. Nevertheless, one of the most important general conclusions of such research is that studying abroad is most beneficial for the development of social interaction skills. Students who go abroad can learn to do things with words, such as request, apologize, or give compliments, and they can also learn to interpret situations calling such speech acts in the same way as locals. In short, and not surprisingly, studying abroad has been found to improve the aspects of communication skills that are most difficult to foster in classroom settings.

**CREDITS:** 5 credits

**CONTACT HOURS:** 75 hours

|                    | NO. CREDITS | NO. OF CONTACT HOURS | ASSESSMENT % |
|--------------------|-------------|----------------------|--------------|
| <b>ORIENTATION</b> | 1           | 15                   | 20%          |
| <b>SEMESTER</b>    | 4           | 60                   | 80%          |
| <b>TOTALS</b>      | 5           | 75                   | 100%         |

### CLASS SCHEDULE:

|                    |                                                                                  |
|--------------------|----------------------------------------------------------------------------------|
| <b>ORIENTATION</b> | August 28-29; September 1-2.<br>9:15 am-11:15 am<br>- break<br>11:30 am 12:40 pm |
| <b>SEMESTER</b>    | Monday to Thursday: 9:15 am-10:15 am                                             |



**LANGUAGE OF INSTRUCTION:** Spanish

**INSTRUCTOR:** Maribel Andrés Llamero Phd

**OFFICE HOURS & CONTACT:** mandres@iessalamanca.org (10:45-11:30 office of the faculty of Philology, USAL)

**PREREQUISITES:**

Students must have met the IES Abroad's *SP303 Emerging Independent* learning outcomes, as determined by the placement test.

**METHOD OF PRESENTATION:**

In accordance with the methodology of IES Abroad Salamanca, the classes will include different types of content presentation, since the aim is to offer a **holistic approach**, where there is room for different types of learning. Within this methodological plurality, the latest contributions of cognitivism in the teaching of foreign languages, the communicative approach and the task-based approach will be of particular importance.

By taking advantage of students' language immersion, these courses meet their real communication needs by creating the most authentic communication situations possible in the classroom. For this reason, these courses encourage working in groups or in pairs in order to offer students the opportunity to practice and try out the 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 real world. For this purpose, students will have to carry out different tasks that will bring them into direct contact with Spanish culture and the Spanish language.

All IES Abroad Salamanca courses require the use of Moodle as an additional learning tool. However, since Moodle can be adapted to any type of teaching style and methodology, instructors will use Moodle as they see fit for the course. The IES Abroad Salamanca **Moodle** platform will be used as a complement to the classroom sessions throughout the course: <https://moodle.iesabroad.org>. The syllabus, assessment rubrics, PowerPoint presentations and any other material 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).

**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:**

|                    |                 |
|--------------------|-----------------|
| <b>ORIENTATION</b> | 1 morning block |
| <b>SEMESTER</b>    | 3 classes       |



## SP351 SPANISH LANGUAGE IN CONTEXT: INDEPENDENT ABROAD I ORIENTATION

IES Abroad Salamanca

### DESCRIPTION:

The main objective of this orientation course is to improve students' communication skills and intercultural competence in order to help them meet their main needs in the immersion environment. Additionally, the course will serve to confirm that their level for the semester course is adequate.

Students at this level will be able to deal with everyday demands of living in a new culture. In orientation, students will develop independence and autonomy so that when it comes to breakdowns in communication, they have sufficient linguistic and intercultural tools to deal with these challenges on their own.

To achieve this, students will strengthen and expand their skills through the practical use of language, pragmatic and strategic-cultural resources, offered on topics linked to the most immediate communication situations: social relations, stereotypes, education, health, gastronomy and the city of Salamanca. Course-related trips/activities will, therefore, play a leading role in promoting integration into the local community and thus put into practice these communication strategies with both semi-controlled and independent activities related to the contents of the course.

### REQUIRED WORK AND FORM OF ASSESSMENT

- Class participation - 15%
- Oral presentations - 10%.
- Assignments - 30%.
- Course-related trips/activities - 20%.
- Oral assessment - 25%.
- Class participation (15%)

The assessment process will be continuous, assessing not only the academic performance of students but also their active, participative and responsible attitude in the classroom and their interaction with other students.

- **Oral presentations (10%)**  
Oral presentation 1: making an introduction of a classmate  
Oral presentation 2: talking about their town, their college, and their residence hall.
- **Assignments (30%)**  
Writing a mail to the instructor.  
Writing about their eating habits.
- **Course-related trips/activities (20%)**

Each course-related trip/activity will consist of several activities designed to familiarize students with the city, its customs, its spaces and some everyday communication situations. For this purpose, various tasks will be set (research, surveys, seminars, presentations...) in which students will have to work individually, in pairs or in groups, and actively participate.

- **Oral assessment (25%)**

The oral assessment will consist of an oral presentation and performance about a legend or character from Salamanca that each student will have researched during the week. The final grade will confirm the student's level for the semester language course.

### LEARNING OUTCOMES:

Individual, pair, or group work during classes as well as oral presentations, assignments in the form of readings and written work, course-related trips/activities and the oral exam will help the instructor to assess students' academic progress.

By the end of the course and in line with the IES Abroad MAP for Language and Intercultural Communication guidelines, students will:

- Have acquired an appropriate and correct use of the linguistic and intercultural competences necessary for an adequate adaptation to the immersion environment.
- Be able to function adequately and autonomously in everyday communication situations as well as in the city.
- Be able to talk about and discuss personal and everyday topics, as well as other topics of particular interest to them.
- Be able to interact correctly with native speakers, understand them and obtain information from them.
- Be able to identify and describe the key factors of the host country at a basic level and recognize the risk of generalizations to which stereotypes can lead.

**\*Students who attend for the entire academic year are not required to participate in the spring semester orientation sessions.**

### CONTENTS:

| Day          | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Assignments                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Day 1</b> | <p><b>Romper el hielo</b></p> <ol style="list-style-type: none"> <li>1. Functions: Group formation. Introducing yourself and someone else, giving and asking for information. Discovering the host city and university life in Salamanca.</li> <li>2. Vocabulary: Academic and university vocabulary. False friends (Spanish-English). The Spanish education system.</li> <li>3. Culture: Non-verbal communication: greetings in Spain. First cultural impressions. Culture in Salamanca.</li> <li>4. Course-related activity I: Rally fotográfico</li> </ol> | <p>- Oral presentation. Preparing an introduction of a classmate</p> <p>- Writing: a mail to the instructor.</p> <p>- Course-related trip I: Prepare the presentation of the photographic results of their visit to Calle Toro.</p>                                                                                                                                                                                        |
| <b>Day 2</b> | <p><b>Perder los papeles</b></p> <ol style="list-style-type: none"> <li>1. Functions: Discover the cultural highlights of the city.</li> <li>2. Vocabulary: Urban vocabulary. Cultural vocabulary. Youth vocabulary.</li> <li>3. Culture: El Barrio del Oeste and urban art.</li> <li>4. Course-related activity II: Visit to the Barrio del Oeste.</li> </ol>                                                                                                                                                                                                | <p>-Oral presentation. Preparing an introduction of their town, their college, and their residence hall.</p> <p>- Course-related trip II: Option a) Write a reflection (essay) of "art, cities, neighborhoods", based on the visit to the Urban Gallery of the Barrio del Oeste. Option B) Select one of the works seen in the visit and write an essay giving your opinion on it and the type of art it represents. )</p> |

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                    |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Day 3</b> | <p style="text-align: center;"><b>Zampárselo todo</b></p> <ol style="list-style-type: none"> <li>1. Functions: Describing and discussing cultural stereotypes, expressing agreement and disagreement, defending opinions. Learning about the main establishments where food products are purchased and to differentiate the commercial protocol of each store. Discovering the concept of market, flea market, department stores and traditional stores. Sales. Store opening hours (24-hour system).</li> <li>2. Vocabulary: Shopping for food products: food, measurements, establishments, etc.</li> <li>3. Culture: Protocols of each food store. When is negotiating allowed?</li> <li>4. Course-related activity III: Visiting Salamanca market.</li> </ol> | <p>-Assignment: reading comprehension on the concept of Spanish tapas.</p> <p>-Writing: My eating habits.</p> <p>- Course-related trip III: creation of a glossary on food, measurements, establishments, etc.</p> |
| <b>Day 4</b> | <p style="text-align: center;"><b>Tópicos de España y de Salamanca</b></p> <ol style="list-style-type: none"> <li>1. Functions: Understanding the different types of gastronomic establishments and the protocols in bars.</li> <li>2. Vocabulary: Food, tapas and local dishes. Expressions related to food.</li> <li>3. Culture: Getting to know the gastronomic tradition of the host country. Tapas, bote.</li> <li>4. Course-related activity IV: Rute of legends</li> </ol>                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                    |



## SP351 SPANISH LANGUAGE IN CONTEXT: INDEPENDENT ABROAD I SEMESTER

IES Abroad Salamanca

### COURSE DESCRIPTION:

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

These classes aim to improve the four skills through activities focusing on the task-based approach, reading and writing exercises, as well as oral practice in class. The aim is to promote the consolidation and fluency of narrative structures and to develop the reading and writing of texts with a certain degree of accuracy at a more in-depth level.

### REQUIRED WORK AND FORM OF ASSESSMENT

- Class participation and oral presentations- 10%.
- Writing: Language Journals- 10%.
- Midterm exam- 20%.
- Final exam- 20%.
- Research project- 20%.
- Readings- 10%.
- Course-related trips/activities - 10%.

#### Class participation and oral presentations:

Participation involves a number of variables, including, but not limited to, the following: use of Spanish in the classroom, willingness to participate in class activities, cooperation in group work, respect and a positive attitude towards classmates and the instructor, as well as not using electronic devices in class (see in more detail rubrics on Moodle)

Oral presentations will involve the presentation of a topic either individually or in pairs (see in more detail rubrics on Moodle).

This section also includes interaction activities with Salamanca natives (surveys, interviews, etc.) and the creation of glossaries.

#### Written work: Language Journal:

Each week there will be a Language Journal submission. The work will be uploaded to Moodle before the following Monday. In addition to working with different registers in writing, the set task each week will be related to functional, grammatical, lexical and/or intercultural contents studied previously, so that students have the opportunity to put into practice the topics worked on in class.

The following week, students will receive a grade according to criteria of relevance, discourse organization, lexical richness, grammatical correctness and thematic depth. In addition, students will receive feedback that will include comments, suggestions for improving writing, as well as relevant corrections with the objective of incorporating them in future work.

In order to avoid making the same mistakes and to encourage reflection on their own writing, students will be asked to revise their own work based on the indications given by the instructor and then submit a second and final draft. In addition to the above criteria, the self-correction learning curve of students will be taken into account for this grade. In order for students to learn not only from their own mistakes but also from the mistakes of their classmates, the most common mistakes of the week will be reviewed and explained on a weekly basis.

### Exams

Throughout the course there will be two exams: a midterm exam (week 6) and a final exam (week 13). Each exam will include speaking, listening, writing and reading, as well as other possible exercises to assess other contents of the course such as specific vocabulary or intercultural contents. The date and timetable set for each exam cannot be modified.



(The final exam will include all the material covered during the course.)

### Midterms

Written: October 14<sup>th</sup>

Oral: October 16<sup>th</sup>

### Final

Written: December 2<sup>th</sup>

Oral: December 4<sup>th</sup>

### Research project

This is an individual field project in which students will have to carry out a research project on a topic of language and sociocultural interest in Spain. The topic will be chosen by the students and approved by the teacher and will relate Spanish culture and language. The essay is to be submitted via Moodle on October 23<sup>th</sup> at 11:59 pm and should consist of a maximum of eight pages. After the feedback, a brief presentation (5-10 minutes) will be given during week 11, in order to share knowledge with the rest of the class and establish a seminar that allows for reflection and debate. The work process, the degree of adaptation to the academic register will be assessed according to criteria of adequacy, discourse organization, lexical richness, grammatical correctness and thematic depth.

### Readings:

During the course, students will be asked to complete an anthology of narratives. Each story will be accompanied by various writing activities that will guide and facilitate global and specific understanding, as well as reinforce functional, lexical and cultural content. Each piece must be uploaded to Moodle for the degree of comprehension of the text to be corrected and checked.

Consequently, grades will depend on the degree of understanding of the reading, the completion of written work as well as participation and involvement in the literary seminar.

### Course-related trips/activities:

During the course, there will be four course-related trips/activities related to the course contents that boost integration into the local community. These activities aim to use the city as a text, highlighting the importance of language learning in an immersive environment and taking advantage of the cultural and historical richness of Salamanca.

To obtain the maximum grade, students are expected to participate as follows:

- Prepare themselves in advance through readings, audiovisual material, online searches or activities.
- Actively participate during the activity and even present part of the activity so permits.

Follow-up as a post-activity assignment: seminar, survey delivery, presentation of conclusions.

### LEARNING OUTCOMES:

Students at this level will be able to meet the objectives for the *Emerging Independent Abroad* level according to the *IES Abroad MAP for Language and Intercultural Communication*. The key learning outcomes of the MAP are summarized below:

- I. Intercultural Communication
- A. Students will be able to identify and describe at a basic level key factors of host cultures, subcultures, habits, norms, and behaviors in a variety of settings, and recognize the risk of generalizations to which stereotypes can lead.
  - B. Students will be able to identify and discuss the validity of their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
  - C. Students will be able to describe and interpret gestures and body language, and they will integrate some of these non-verbal actions into their interactions with native speakers.
- II. Listening
- A. A. Students will be able to understand most moderately complex spoken communication (in the media, in speeches, music, conversations, etc.) on a wide variety of concrete day-to-day topics as well as abstract topics covered in class.
  - B. B. Students will be able to understand native speakers from different backgrounds with limited experience with non-native speakers and will also understand common colloquial expressions and slang.
- III. Speaking
- A. Students will be able to talk about and discuss a wide range of personal and everyday topics, abstract topics covered in class as well as other topics of particular interest to them.
  - B. Students will be able to participate, initiate and respond actively in a wide range of interactions.
- IV. Reading
- A. Students will be able to read and understand blogs, articles and stories using their knowledge to aid their understanding.
  - B. Students will be able to read and understand more complex academic texts with assistance.
- V. Writing
- A. Students will be capable of meeting their everyday writing needs (notes, text messages, emails, letters, and forums).
  - B. Students will be able to write short essays for class in which they narrate, describe, report, compare, contrast, and summarize on a wide range of topics.
  - C. Students will be able to correct their own and their peers' writing.

#### CONTENTS:

| Week          | Contents                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Assignments                                                                                                                                                                                                                    |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 1</b> | <p><b>El pasado, pasado está</b></p> <ol style="list-style-type: none"> <li>1. Presentation of the subject, objectives, expectations and strategies.</li> <li>2. Functions: Telling and writing anecdotes about customs and habits. Temporal relationships between actions. Expressing courtesy.</li> <li>3. Grammar: Review of past tenses.</li> <li>4. Vocabulary: Past tense markers.</li> <li>5. Story organizers. Temporal expressions.</li> <li>6. Culture: Origins of Spanish and places where it is spoken.</li> </ol> | <p>Exercises and vocabulary of the unit.</p> <p>-Reading I: Caperucita políticamente correcta and other readings with past tenses.</p> <p>LANGUAGE JOURNAL: Writing a tale inspired in "Caperucita políticamente correcta"</p> |
|               | <p><b>Sobre gustos, colores</b></p> <ol style="list-style-type: none"> <li>1. Functions: Expressing wishes, likes and feelings</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                      | <p>Exercises and vocabulary of the unit.</p> <p>-Reading II: "El choque cultural"</p>                                                                                                                                          |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                       |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 2</b> | 2. Grammar: Review of the present subjunctive.<br>3. Vocabulary: verbs of emotion and feeling.<br>4. Culture: Spanish customs: similarities and differences with American customs.                                                                                                                                                                                                                                                                                 | LANGUAGE JOURNAL: My wishes and claims.                                                                                                                                               |
| <b>Week 3</b> | <b>Instrucciones para ser un buen estudiante</b><br><br>1. Functions: Asking for and giving advice. Giving formal requests or demands. Rejecting proposals or invitations. Attempting to influence the interlocutor.<br>2. Grammar: Review of the imperative. Personal pronouns of direct and indirect complement.<br>3. Vocabulary: vocabulary related to affective and romantic relationships.<br>4. Culture: Topics and stereotypes. Cultural misunderstandings | Exercises and vocabulary of the unit.<br><br>-Reading III: "Instrucciones para subir una Escalera".<br><br>LANGUAGE JOURNAL: Instructions for life                                    |
| <b>Week 4</b> | <b>Mójate</b><br><br>1. Functions: Giving and asking for an opinion. Argument and counter-argument.<br>2. Grammar: Causative and final constructions. Markers to express cause and purpose. Por vs. para. Academic discourse organizers.<br>3. Vocabulary: colloquial expressions. Youth slang. Cyberlanguage.<br>4. Culture: WhatsApp and text messages: How do young Spaniards write?                                                                            | Exercises and vocabulary of the unit.<br><br>-Reading IV: newspaper news and opinion articles.<br><br>LANGUAGE JOURNAL: (300 words): News for the newspaper <i>Nuestro Mundo</i> IES. |
| <b>Week 5</b> | <b>Después de ti</b><br><br>1. Functions: talking about the course of actions. Relating two moments in time. Expressing the moment in which an action occurs. Determining the future moment.<br>2. Grammar: Temporary subordinates. Temporary markers.<br>3. Vocabulary: colloquial expressions. Youth slang.<br>4. Culture: Popular holidays.                                                                                                                     | Exercises and vocabulary of the unit.<br><br>-Reading V: websites about popular holidays.                                                                                             |
| <b>Week 6</b> | <b>Mitad y mitad</b><br><br><b>MIDTERM EXAMS</b><br><br>Written: October 14 <sup>th</sup><br>Oral: October 16 <sup>th</sup><br><br>There is no class this week, but the instructor will be available as usual to answer questions and queries.                                                                                                                                                                                                                     | Preparing and studying for the mid-term exam                                                                                                                                          |
|               | <b>Fenómenos inexplicables</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     | Exercises and vocabulary of the unit.<br><br>Research project: final submission.                                                                                                      |

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                      |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 7</b>  | <ol style="list-style-type: none"> <li>1. Functions: Developing hypotheses. Expressing likely, unlikely and impossible conditions. Threatening.</li> <li>2. Grammar: Structures and conditional markers. Future and conditional to express probability.</li> <li>3. Vocabulary: Words to express doubt. expressions related to regional festivals.</li> <li>4. Culture: Spanish popular festivals and their regional representations.</li> </ol>                                                                                                                                |                                                                                                                                                                                                                                      |
| <b>Week 8</b>  | <p style="text-align: center;"><b>No es lo mismo ser que estar</b></p> <ol style="list-style-type: none"> <li>1. Functions: Describing, qualifying, classifying, identifying, defining. Judging. Making comparisons.</li> <li>2. Grammar: Review <i>ser/estar</i>. Expressions with <i>ser</i> and <i>estar</i>.</li> <li>3. Vocabulary: Lexicon for describing, criticizing and evaluating. Expressions with <i>ser/estar</i>. Lexicon for describing, criticising and evaluating dishes. Idiomatic expressions about food.</li> <li>4. Culture: Spanish Gastronomy</li> </ol> | <p>-Exercises and vocabulary of the unit.</p> <p>-Reading VI: Poema “ser y estar”.</p> <p>- LANGUAGE JOURNAL: Two micro-stories</p>                                                                                                  |
| <b>Week 9</b>  | <p style="text-align: center;"><b>Busco a alguien que me ayude</b></p> <ol style="list-style-type: none"> <li>1. Functions: Identifying and describing objects, places and people. Giving secondary information.</li> <li>2. Grammar: Relative clauses. Specified/unspecified antecedent. Relative pronouns and adverbs (with preposition).</li> <li>3. Vocabulary: Lexicon for defining. lexicon. Expressions that come from history.</li> <li>4. Culture: Characters of the history of Spain</li> </ol>                                                                       | <p>Exercises and vocabulary of the unit.</p> <p>-Reading VII: websites about climate</p> <p>LANGUAGE JOURNAL:<br/>News for the newspaper “El Mundo today”</p>                                                                        |
| <b>Week 10</b> | <p style="text-align: center;"><b>Cuando sea rico</b></p> <ol style="list-style-type: none"> <li>1. Functions: Expressing cause, consequence and purpose. Making excuses.</li> <li>2. Grammar: Causal, purpose and consequence clauses. Markers to express cause, purpose and consequence.</li> <li>3. Vocabulary: Lexicon related to dance and music.</li> <li>4. Culture: Spanish and Latin American music and dances</li> </ol>                                                                                                                                              | <p>Exercises and vocabulary of the unit.</p> <p>-Reading VIII: Spanish music and dances</p> <p>LANGUAGE JOURNAL: Fictional autobiographical story to express probabilities and improbabilities "What would have happened if...?"</p> |
| <b>Week 11</b> | <p style="text-align: center;"><b>Como un tomate</b></p> <ol style="list-style-type: none"> <li>1. Functions: Express formally in writing.</li> <li>2. Grammar: Concessive sentences. Passive sentences. Indirect speech. Periphrasis of infinitive, gerund and participle.</li> </ol>                                                                                                                                                                                                                                                                                          | <p>-Reading IX: youth language</p> <p>- LANGUAGE JOURNAL XI: Our experience abroad, Spain-USA comparison "Lecciones vitales".</p> <p>- Research Project: Presentations</p>                                                           |

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|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
|                | 3. Vocabulary: Adjectivization. idioms and proverbs<br>4. Culture: Spanglish                                                                                                                |                                  |
| <b>Week 12</b> | <p style="text-align: center;"><b>Nuestra Salamanca</b></p> 1. Review for the final exam: review of grammatical, functional, lexical and cultural contents.<br>2. Systematized error review | Review exercises and vocabulary. |
| <b>Week 13</b> | <p style="text-align: center;"><b>FINAL EXAMS</b><br/> Written: December 2<sup>th</sup><br/> Oral: December 4<sup>th</sup></p>                                                              |                                  |

#### COURSE-RELATED TRIPS/ACTIVITIES:

##### GUEST SPEAKER. (week 3)

We will interview a LGBTI+ activist and feminist person. We will discuss gender inequalities, sexual orientation discrimination, and inclusive language.

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.

##### LANGUAGE EXCHANGE WITH THE CEPAIM FOUNDATION. (week 5)

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.

##### VISIT TO THE TORMES-EB FOUNDATION. Center for Environmental Initiatives (week 7)

###### Friday October 24<sup>th</sup> (mandatory)

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.

##### GUEST SPEAKER: THE WRITER. (week 9)

We will talk with Tomás Merino. He will introduce the concept of micro-stories in class, encouraging students to become amateur writers and create their own micro-stories.

##### The newspaper

Students will become journalists and write a new edition of the newspaper "Nuestro Mundo IES". The theme of the newspaper will focus on the SDGs.

## REQUIRED READINGS:

- The readings will be provided by the instructor through Moodle

## RECOMMENDED READING:

### Grammar books

- CERROLAZA, Ó. (2005) *Diccionario práctico de gramática. 800 fichas de uso correcto del español*, Madrid, Edelsa. [Complemented by an exercise book and a key].
- 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. MATTE BON, F. (1995) *Gramática comunicativa del español*, Madrid, Edelsa.
- VV. AA (2005) *Gramática básica del estudiante de español, Barcelona, Ed. Difusión. Covers levels A1 to B1 of the CEFR.*
- VV.AA (2007) *Gramática*, Madrid, Anaya. *Nivel medio B1*. [Practical grammar with exercises, solutions and self-assessment test].

### Culture:

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

### Dictionaries

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

### Online resources

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

## INSTRUCTOR BIOGRAPHY:

Maribel Andrés Llamero earned a PhD in Hispanic Philology at the University of Salamanca, the same university where she is an associate professor in the Department of Modern Languages. She also holds a degree in theory of literature and comparative literature, a degree in Portuguese philology and a master's degree in the teaching of Spanish as a foreign language. As a researcher, she worked in Argentina at the University of Buenos Aires (UBA) in 2012, in Portugal at the University of Lisbon in 2013, and in France at the University of Paris IV- Sorbonne in 2014. In the field of Spanish as a foreign language, she is an accredited examiner for the D.E.L.E. (Diploma Español Lengua Extranjera) at all levels and has participated in corrections. As a teacher of Spanish for foreigners, she has worked in International Courses (University of Salamanca), at the Federal University of Rio de Janeiro (UFRJ), at the Cervantes Institute of Rio de Janeiro and at the Escola Superior de Educação de Castelo Branco (Portugal). At IES Abroad Salamanca, she has taught Spanish language courses since 2017.