



SP110 SPANISH CONVERSATION SKILLS: Discovering Spain through Conversation
IES Abroad Salamanca

DESCRIPTION:

The SP1XX SPANISH CONVERSATION SKILLS class is based on two axes: knowing and practicing the most frequent types of oral interactions (dialogues, interviews and surveys, monologues, telephone conversations, debates, formulations question-asking and storytelling), and secondly, the thematic areas in which students tend to work (personal, daily, social, professional and institutional). Based on these two axes are used to organize various activities in which oral production can be combined with other skills (listening comprehension and written expression).

CREDITS: 1

CONTACT HOURS: 15

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: none

METHOD OF PRESENTATION:

Taking advantage of the students' linguistic immersion situation, this conversation class aims to expose students to their real communicative needs by posing real communication situations in and outside the classroom, always considering the different fields of expression. For this reason, the course maximizes group or pair work to offer students the opportunity to put the language into practice in a real context. The methodology will be diverse and analytical and contrastive procedures will be applied, leading to a greater reflection of contents, processes, and techniques. In other words, it is a course that seeks to improve oral skills through the analysis, comparison, correction, and production of oral discourse.

Most of the materials (presentations, texts, images, etc.) used in the classes will be available to students on the [IES Abroad Salamanca Moodle platform](#).

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation: 20%
- Midterm Exam/Project: 20%
- Final Exam/Project: 30%
- Course-Related Trip/Activities: 15%
- Homework: 15%

Course Participation

The evaluation process will be continuous, so an active, participative, and responsible attitude will be valued both in the classroom and during the course-related trips/activities.

Cooperation and commitment in class activities will be highly valued, as well as the contribution of ideas and opinions.

All assignments emphasize, directly or indirectly, the values of 21st century education: inclusion, respect for diversity, flexibility, curiosity, autonomy, creativity, entrepreneurship, tolerance, cooperation, enthusiasm.

Midterm Exam/Project

Students will watch a sketch. From their viewing, students will form pairs and reproduce a conversation with the same characteristics of the input, for a maximum of 4 minutes. It is essential to include some feedback so that the rest of the classmates can interact.

Final Exam/Project

Students will be organized in pairs. Together they will analyze an image, a short text, and a video presenting a point of view on a topic. At the end of their analysis, they will present their conclusions orally.

Course-Related Trips/Activities



The teacher and students will carry out two activities outside the classroom related to the contents of the course. 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.

Homework

Students will work outside the classroom with some assignments: viewing online clips, reading short texts, interacting with different people in Salamanca. Daily homework will be related to the topic the students have worked on in class and/or the topic they will develop the following day. Therefore, homework is essential as study practice and as preparation for upcoming activities.

LEARNING OUTCOMES:

At the end of the course, the student, following the MAP indications, will be able to:

- Introduce him/herself and maintain small dialogues with personal information.
- Greet and say goodbye properly.
- Ask for and give directions.
- Ask for a meal/drink.
- Offer someone a meal or a gift.
- Accept or refuse an offer.
- Recognize some inappropriate expressions and behaviors in the host's language if explained.
- Make one-sided comparisons (this looks like something at home).
- Provide explanations and examples of cultural situations that may be obviously foreign or difficult for students.
- Use simple phrases appropriately in everyday situations (home, school, and community).
- Provide basic descriptions of familiar topics (family, classes, interests, activities).
- Interpret non-verbal symbols on a sign.
- Describe in a simple way everyday situations and feelings; ask for and offer assistance.
- Do voluntary work and completing basic tasks if there are clear and concrete instructions.
- Ask questions and give advice on concrete and immediate topics of interest and relevance (food, daily life, school, Center activities, getting from point A to point B).
- Ask for and offer an apology with some guidance from an instructor.
- Speak mainly in the present tense.
- Respond to familiar questions but do not initiate many conversations.

SUSTAINABLE DEVELOPMENT GOALS (SDGs) - "Salamanca Sensible":

Including the Sustainable Development Goals in the Spanish conversation class is a step towards transforming the way students think and act. It provides tools and resources for researching, understanding and communicating the importance of sustainability, and facilitates the task of establishing similarities and differences between the U.S. and Spain.

During class discussions, questions are introduced such as: what does healthy living mean; what can we do to reduce the amount of food that ends up in the garbage; what is the difference between equality and equity at work or school? Also, through open proposals "Let's imagine that we can change elements of our cars and means of transportation to make them more eco-sustainable, what do you think?"

ATTENDANCE POLICY:

Class attendance is MANDATORY at IES Abroad Salamanca and will be checked every day. For each unexcused absence beyond the permitted ones there will be a reduction in the final grade. Punctuality: Students who are late to class on a regular basis will also receive a reduction in their final grade.

Permitted absences during the course: 1 class

CONTENT:

Day	Content	Assignments
Day 1	<p>Introduction to the course: objectives, expectations, and strategies.</p> <p>Who am I?</p> <ol style="list-style-type: none"> Functional: <ul style="list-style-type: none"> Greet and say goodbye (formally and informally) introducing myself and another person. Ask and give basic personal information. Identify people, places and objects Describing and comparing people, places, objects and states Vocabulary: related to personal description. Lexicon related to character and personality; to work and professions, clothing; and to general personal information (telephone, address, email). <p>SDG 16: Peace, Justice and Strong Institutions</p>	<ul style="list-style-type: none"> Students interview a partner and draw images that reflect their classmate's answers. The images are exchanged, and a game is played: "Who is who?"
Day 2	<p>What are we doing today, what are we doing on the weekend?</p> <ol style="list-style-type: none"> Functional: Refer to habitual or present moment actions. Refer to leisure time actions/activities. <ul style="list-style-type: none"> Ask and give the time and date. Talk about habits and routines; talk about schedules and frequency. Days of the week and parts of days. Vocabulary: <ul style="list-style-type: none"> Lexicon on daily life activities, routines, and tasks. Leisure and free time activities. Culture: <ul style="list-style-type: none"> Calendar: holidays, schedules, and daily rhythms. Leisure activities, habits, and hobbies. <p>SDG 3: Good Health and Well-Being SDG 4: Quality Education</p>	<ul style="list-style-type: none"> Prepare and answer a survey on activities of daily living and leisure time activities. <p>Create an Environment:</p> <ul style="list-style-type: none"> In this activity students create the environment of their life in Salamanca (home, classroom, university campus, city; other cities). This activity can be continuous as different elements are added to the environment and described (people, objects, activities, places, difficulties, etc.)

Day 3	<p>Relationships, family, and friendships</p> <ol style="list-style-type: none"> 1. Functional: Talk and ask questions about personal relationships. Expressing sensations and feelings 2. Vocabulary: Vocabulary related to the family; family, sentimental and friendship relationships. 3. Culture: <ul style="list-style-type: none"> • Families: concepts and structures. • Interpersonal relationships: At the personal level. In the professional and public sphere <p>SDG 5: Gender Equality SDG 16: Peace, Justice and Strong Institutions</p>	<p>Concentric Circles (also known as Speed Dating)</p> <ul style="list-style-type: none"> • Each student will have prepared an index card with some characteristics about their likes and hobbies (unnamed). • The class is divided into two groups with the same number of people. At the beginning everyone will be seated with their backs to each other, without looking at each other. The teacher will assign a number to each member of the group 1-1, 2-2.... • At the end, they are asked to form pairs with the student of the same number. Face to face the pairs ask a question about the information on the card to find out who likes/dislikes the same things. Every 5 minutes there will be a change of partners.
Day 4	<p>Let's go for tapas</p> <ol style="list-style-type: none"> 1. Functional: <ul style="list-style-type: none"> • Propose a plan, accept, or reject it. • Talk about plans and intentions • Ordering in a bar • Giving advice 2. Vocabulary: <ul style="list-style-type: none"> • food and beverage lexicon • what you can/can't do in a Spanish bar 3. Culture: <ul style="list-style-type: none"> • Meals and types of food • Social conventions • Tapas <p>SDG 2: Zero Hunger Discussion: addressing the issue of waste</p>	<p>COURSE-RELATED TRIP 1: Let's go for Tapas</p> <ul style="list-style-type: none"> • Pre-activity: Students will prepare a list with the name of the tapas. Previously they will have practiced the routines for ordering food and drinks in restaurants. • Students will reproduce the conversation structures for choosing/ordering tapas and drinks in the restaurant. • Post-activity: Students will share their impressions of the activity.
Day 5	<p>Welcome to our home</p> <ol style="list-style-type: none"> 1. Functional: <ul style="list-style-type: none"> • Talking about the existence of something/someone. • Asking for and giving spatial information about objects and rooms. • Expressing tastes, needs and desires. 2. Vocabulary: lexicon of the house, rooms and objects. 	<p>Role Play: We Want to Buy a House.</p> <ul style="list-style-type: none"> • The class will be divided into groups of 3. There will be a couple who want to buy a house and a seller. • For 3 minutes they should discuss what they need/want from their new house. The seller should help them choose.

	<p>3. Culture: Types of housing in Spain and Latin America.</p> <p>SDG 1: No Poverty SDG 6: Clean Water and Sanitation SDG 11: Sustainable Cities and Communities</p>	
Day 6	<p>Shopping</p> <ol style="list-style-type: none"> Functional: <ul style="list-style-type: none"> Asking for something in a public establishment Asking for the price of an object Vocabulary: <ul style="list-style-type: none"> Types of stores Weights and measures Expressions about the price of products Culture: Small commerce in Spain <p>SDG 12: Responsible Consumption and Production</p>	<p>What Can we Buy in the City?</p> <ul style="list-style-type: none"> Students organize themselves in pairs and make a list of objects and products they want to buy in Salamanca. Then they organize themselves into two teams: sellers and buyers. Students reproduce small scenes in the stores where they buy and sell products. Then they exchange roles.
Day 7	<p>Midterm Exam/Project</p>	<ul style="list-style-type: none"> Students will watch a sketch. From their viewing, students will pair up and reproduce a conversation with the same characteristics as the entry. The conversation should last a minimum of 3 and a maximum of 4 minutes. It is essential to include some feedback so that the rest of the classmates can interact.
Day 8	<p>I have a headache!</p> <ol style="list-style-type: none"> Functional: <ul style="list-style-type: none"> Talking about health Describing pain and symptoms: parts of the body and illnesses Vocabulary: <ul style="list-style-type: none"> Parts of the body Expressing pain and discomfort <p>SDG 3: Good Health and Well-Being</p>	<p>At the Doctor's Office</p> <ul style="list-style-type: none"> The class is divided into two groups: the first group works in a hospital: doctor, nurse, administrator, receptionist. <p>The other group are patients who are sick. The patients have to answer some questions about their health and insurance to the different hospital workers.</p>
Day 9	<p>Habits and customs of the Spaniards.</p> <ol style="list-style-type: none"> Functions: Identify and describe places and customs. <ul style="list-style-type: none"> Giving information. Giving and asking for opinions. Expressing agreement/disagreement. 	<p>Completing an Environment:</p> <ul style="list-style-type: none"> In this activity, students complete the information about their living environment in Salamanca (day 2) with curious facts about Spanish customs. With this information they will prepare a comic scene.

	<ol style="list-style-type: none"> Vocabulary: vocabulary related to cultural customs and clichés. Culture: Spain is different. <p>SDG 10: Reduced Inequalities</p>	
Day 10	<p>Think green!</p> <ol style="list-style-type: none"> Functions: <ul style="list-style-type: none"> Expressing the way to do something. Expressing agreement and disagreement Describing places Vocabulary: vocabulary related to environmental care. Culture: natural parks and care for the environment in Spain and Latin America. <p>SDG 15: Life on Land SDG 13: Climate Action</p>	<p>Let Nature Speak:</p> <ul style="list-style-type: none"> Students will receive question and answer cards with basic information about natural areas in Spain and Latin America. In pairs, they should simulate an interview with this information.
Day 11	<p>The treasures of my city</p> <ol style="list-style-type: none"> Functional: <ul style="list-style-type: none"> Ask for and give spatial information. Locate places and people Vocabulary: <ul style="list-style-type: none"> Directions Map vocabulary (cardinal points,) Modes of transportation Stores Culture: <ul style="list-style-type: none"> The principal landmarks and attractions of the city Stores and establishments in Salamanca Care of public spaces Work and economy of the city <p>SDG 11: Sustainable Cities and Communities</p>	<p>COURSE-RELATED TRIP/ACTIVITY 2: Treasure hunt</p> <ul style="list-style-type: none"> Pre-activity: Students will be given a work map to practice identifying places of interest in Salamanca and how to get to them. From the information, they will prepare 3 questions. During the activity, they will have to interview a person from the city and take note of the answers obtained. Post-activity: Students will record a short video talking about their experience.

Day 12	<p>Please help me!</p> <ol style="list-style-type: none"> Functional: <ul style="list-style-type: none"> Expressing needs Asking for a favor Asking for help Thanking Vocabulary: ways of saying "please" and "thank you". Culture: Social services and assistance programs in Spain <p>SDG 10: Reduced Inequalities SDG 1: No Poverty</p>	<p>Listing and Brainstorming:</p> <ul style="list-style-type: none"> Students make a list of places, situations, everyday problems, that need to be improved to make the world a better place. They exchange their list with another student for comparison. At the end, all groups share their ideas.
Day 13	<p>Spain is a party</p> <ol style="list-style-type: none"> Functional: <ul style="list-style-type: none"> Giving and asking for opinions. Expressing agreement and disagreement. Giving instructions. Expressing negation. Vocabulary: types of housing, parts of a house, shapes, styles and materials. Culture: <ul style="list-style-type: none"> Holidays and vacations in Spain. International days dedicated to social or humanitarian causes. <p>SDG 4: Quality Education SDG 10: Reduced Inequalities</p>	<p>What are common cultural celebrations in Spain?</p> <ul style="list-style-type: none"> Video: Las fiestas de España (5:07 min) https://youtu.be/XbQK8hSKmFU At first, students read and answer basic questions after the first viewing and more complex questions after the second viewing. They discuss their answers in pairs. Pairs present their answers about celebrations in Spain.
Day 14	<p>Let's go on vacation!</p> <ol style="list-style-type: none"> Functional: <ul style="list-style-type: none"> Talk about the weather Describing places Talking about actions in progress Expressing agreement and disagreement Vocabulary: <ul style="list-style-type: none"> Travel lexicon Hotels and accommodations Means of transport: the plane, the train, the boat, the car, the bus Urban transport Weather Culture: Travel in Andalusia 	<p>Radio for Young Travelers:</p> <ul style="list-style-type: none"> Students will be divided into groups. The teacher will give them the grid of a travel script that they must complete with information about Andalusia (different for each group). All groups meet to record a radio program of 12-15 minutes with Virtual DJ http://www.virtualdj.com and/or Listen2myradio http://www.listen2myradio.com

	SDG 9: Industry, Innovation and Infrastructure	
Day 15	Final Exam/Project	<ul style="list-style-type: none"> Students will be organized in pairs. Together they will analyze an image, a short text (200 words), and a video (3:02 min.) presenting point of view on a topic. At the end of their analysis, they will present their conclusions orally.

COURSE-RELATED TRIPS/ACTIVITIES:

Course-Related Activity 1: Let's go for Tapas

Pre-activity:

Students will prepare a list with the name of the tapas. Previously they will have practiced the routines for ordering food and drinks in restaurants.

Students will reproduce the conversation structures for choosing/ordering tapas and drinks in the restaurant.

Post-activity:

Students will share their impressions of the activity.

Course-Related Activity 2: Treasure Hunt

Pre-activity:

Students will be given a work map to practice identifying places of interest in Salamanca and how to get to them. From the information, they will prepare 3 questions.

During the activity, they will have to interview a person from the city and take note of the answers obtained.

Post-activity:

Students will record a short video talking about their experience.

REQUIRED READINGS:

- BORDÓN, T. Y JAN PETER NAUTA, M^a VICTORIA PAVÓN Y SOLEDAD VARELA (1991): *Al habla. Tácticas de Conversación*, Madrid, SM.
- SILES, J. (2001): *Historias para conversar 1*, nivel inicial. Madrid, SGEL.
- VARELA, S. (1991): *Dir., ELE. Tácticas de conversación*, Madrid, SM
- VV.AA. (1994): *Al habla. Tácticas de conversación*, Madrid, S.M.

Provided by the instructor through Moodle.

RECOMMENDED READINGS:

- LÓPEZ, M.R. (1999): *Hablemos en clase*. Madrid, Edinumen.
- PALOMINO, M. Á. (1998): *Dual. Pretextos para hablar*. Madrid, Edelsa.
- PINILLA, R. Y ACQUARONI, R. (2002): *¡Bien dicho!* Madrid, SEGEL.
- SÁNCHEZ BENITO, J. Y SANZ, C. (1993): *Jugando en español: actividades interactivas para la clase de español : niveles elemental-intermedio*. Berlin, Langenscheidt.

Provided by the instructor through Moodle.