



SP 101 SPANISH LANGUAGE IN CONTEXT: NOVICE ABROAD I
IES Abroad Madrid

DESCRIPTION:

Research has demonstrated that study abroad can enhance every aspect of language ability. One of the most important general findings of this research is, however, that study abroad is most beneficial for the development of abilities related to social interaction. Students who go abroad can learn to do things with words, such as requesting, apologizing, or offering compliments, and they may also learn to interpret situations calling on such speech acts in ways that local people do...In short, and logically, study abroad has been shown to enhance the aspects of communicative competence that are most difficult to foster in classroom settings (IES Abroad MAP for Language and Intercultural Communication, p. 6).

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

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

REQUIRED WORK AND FORM OF ASSESSMENT:

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

COURSE ELEMENTS:

Class Participation: Students should attend and actively participate in every class. They are responsible for being prepared for the class.

Workbook and Assignments: Students are responsible for completion of workbook activities and exercises, as well as self-correction with the clues given in the book or in Moodle. They will be checked in class to go over specific doubts. Other short written assignments might also be assigned by the professor. Late work will affect your class-preparation grade.

Compositions: There are some take home compositions of approximately 200 to 300 words throughout the semester.

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



It is expected that the students have a direct contact with diverse aspects of Spanish life, promoting group work and the practice of Spanish language outside formal education. On the second week of the course, groups will be organized that consist of 2 or 3 students and the topics will be discussed. The professor, along with the students, will establish the calendar for the presentation. The professor will evaluate the following aspects:

- Information contributed for the explanation of the topic
 - Presentation method
 - Execution of surveys and its conclusions
 - The students' ability to communicate; students shouldn't read their parts, but be able to explain to others their findings and what they have learned with their research. The research will be part of the oral skills evaluation of the student.
- Students can present all the difficulties they may find in the realization of the work to the professor.

LEARNING OUTCOMES:

By the end of the course, students will be able to achieve the outcomes for the Novice Abroad level as defined by the MAP for Language and Intercultural Communication. The key learning outcomes from the MAP are summarized below:

I. Intercultural Communication

- A. Students will be able to meet basic everyday needs using verbal communication, they will be able to use compensatory strategies when they do not know the word or expression (repetition, body language, etc.), and they will be able to identify some basic non-verbal communication strategies.
- B. Students can recognize basic appropriate and inappropriate expressions and behaviors in the host language.
- C. Students will be able to distinguish between basic representations of formality and informality in the language.
- D. Students will understand that there may be differences between cultural stereotypes and generalizations between the home culture and host culture.

II. Listening

- A. Students will be able to understand basic statements, requests, descriptions, and questions in specific cultural context relevant to them (hosts' interactions, Center interactions, studying, shopping, transportation, meals).
- B. Students will be able to use context to understand the gist of some basic spoken language they overhear, including the media, conversations between others, and announcements.

III. Speaking

- A. Students will be able to use some basic phrases appropriately in some everyday situations (home, the IES Abroad Center, and the community).
- B. Students will be able to express some basic needs by asking questions, and get what they need in uncomplicated, everyday situations.

IV. Reading

- A. Students will be able to identify and understand basic sentences.
- B. Students will be able to interpret main ideas in short passages and news headlines, but their understanding is often limited to the words or groups of words that they have seen in class.

V. Writing

- A. With limited accuracy, students will be able to write short sentences and short paragraphs about basic and concrete topics they have studied, such as themselves, their families, their friends, their likes and dislikes, and their daily routines.
- B. Students will be able to send basic emails, text messages, and fill out some basic forms.

ATTENDANCE POLICY:

Attendance is mandatory for IES Abroad Madrid classes, including course-related field trips. Please read our attendance policy posted in Moodle and in IES Abroad Madrid Student Handbook.

CONTENT:

Week	Content	Assignments	Learning Outcomes
Week 1	<p>MODULE 1: GIVING PERSONAL INFORMATION</p> <p>1.Functional: Spelling. Knowing ways of addressing people. Formal and informal ways of greeting and saying goodbye. Reacting to a greeting. Asking and giving personal information I: name, surname, nationality and place of residence.</p> <p>2.Grammatical: Subject personal pronouns. Gender and number of adjectives of nationality. Interrogative pronouns I: <i>¿cómo?, ¿dónde?, ¿de dónde?, ¿cuál?, ¿cuáles?, ¿qué?</i> Presente de indicativo de <i>llamarse, ser y vivir.</i></p> <p>3.Vocabulary: Hispanic names and surnames. Countries and cities. Nationalities.</p> <p>4.Culture: The Spanish-speaking world: monuments, well-known people, dances, meals, traditions.</p>	<p>LA: Practice and gramatical work, p. 12, 18, 20, 21. <u>Conversation:</u> <i>Saludos y despedidas</i>, p. 13. <u>Blog 1:</u> <i>Mi famoso favorito</i>, p. 19. www.edelsa.es/blog1 <u>News:</u> <i>El mundo hispanohablante</i>, p. 22-23.</p> <p>LE: Lexical, gramatical and functional <u>practice</u> of the MODULE, p. 2-7. <u>Learning worksheet:</u> Vocabulary and functions of the MODULE, p. 8. <u>Phonetics:</u> <i>el abecedario y abreviaturas</i>, p. 9.</p>	<p>I.A. II. A III. A IV. A V. A</p>

<p>Week 2</p>	<p>MODULE 2: TALKING ABOUT STUDIES AND OCCUPATIONS</p> <p>1.Functional: Asking and giving personal information II: age, birthday, phone number, email, address. Talking about studies, occupation, place of studies/work.</p> <p>2.Grammatical: Definite and indefinite articles. Gender and number of nouns. Presente indicativo de <i>tener</i> y <i>hacer</i>. Presente indicativo de los verbos regulares: <i>-ar, -er, -ir</i>. Interrogative pronouns: <i>¿cuántos?</i></p> <p>3.Vocabulary: Occupations and places of work. Months of the year. Cardinal and ordinal numbers. Studies and degrees. Addresses.</p> <p>4.Culture: Education in Spain. New occupations: Spain and Argentina.</p>	<p>LA: <u>Practice</u> and grammatical work, p. 30, 36, 38, 39. <u>Conversation: Información personal</u>, p. 31. <u>Blog 2: Adivina quién es</u>, p. 37. www.edelsa.es/blog2 <u>News:</u> El sistema educativo español. Nuevas profesiones, p. 40-41.</p> <p>LE: Lexical, gramatical and functional <u>practice</u> of the MODULE, p. 10-15. <u>Learning worksheet:</u> Vocabulary and functions of the MODULE, p. 16. <u>Phonetics:</u> <i>Signos de interrogación. El acento en los pronombres interrogativos. Las letras mayúsculas y minúsculas. Abreviaturas y dirección postal</i>, p. 17.</p>	<p>I. A II. A III. A IV. A,B V. A, B</p>
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<p>Week 3</p>	<p>MODULE 3: TALKING ABOUT PEOPLE AND FREE TIME</p> <p>1.Functional: Describing someone's physical appearance and personality. Expressing intensity. Expressing possession. Talking about civil status. Talking about knowing or not knowing something or someone. Expressing interests. Agreeing and disagreeing.</p> <p>2.Grammatical: <i>Ser</i> + adjectives to describe physical appearance and personality. Adverbs of quantity: <i>muy, bastante, un poco + adjetivo</i>. Possessives: <i>mi/s, tu/s, su/s, nuestro/a/s, vuestro/a/s, su/s</i>. Presente indicativo de <i>estar, saber y conocer</i>. Verb <i>gustar</i> and pronouns of indirect object: <i>me, te, le, nos, os, les</i>. <i>A mí también / tampoco</i>.</p> <p>3.Vocabulary: Colors. Physical and personality description. Family relations. Civil status. Leisure activities.</p> <p>4.Culture: Spanish and Latin American athletes. Family celebrations: weddings in Spain and Mexico.</p>	<p>LA: <u>Practice</u> and grammatical work, p. 48, 54, 56, 57. <u>Conversation: Información personal y gustos</u>, p. 55. <u>Blog 3: Mi familia favorita</u>, p. 49. www.edelsa.es/blog3 <u>News: Conversación: Deportistas y celebraciones familiares</u>, p. 58-59.</p> <p>LE: Lexical, gramatical and functional <u>practice</u> of the MODULE, p. 18-23. <u>Learning worksheet:</u> Vocabulary and functions of the MODULE, p. 24. <u>Phonetics: b, v, p</u>, p. 25.</p>	
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<p>Week 4</p>	<p>MODULE 4: DESCRIBING THE DAILY ENVIRONMENT</p> <p>1.Functional: Describing a house. Locating objects. Describing furniture and objects. Talking about the day of the week. Talking about schedules I. Asking and giving the time. Expressing frequency.</p> <p>2.Grammatical: Contractions <i>al</i> and <i>del</i>. Prepositions and expressions of location: <i>en, entre, en el centro (de), alrededor (de), al final (de), detrás (de), delante (de), encima (de)</i>... Presente indicativo de los verbos irregulares: <i>dormir, vestirse, despertarse, acostarse</i>. Reflexive verbs: <i>lavarse, levantarse, ducharse, bañarse</i>... Adverbs and expressions of frequency: <i>siempre, a veces, nunca, todos los días, normalmente</i>.</p> <p>3.Vocabulary: Types of houses and their parts. Characteristics of a house. Furniture and domestic objects. Colors and shapes. Days of the week. Usual actions.</p> <p>4.Culture: Symbolic buildings: El Palacio Real de Madrid y la Casa Rosada de Buenos Aires.</p>	<p>LA: <u>Practice</u> and grammatical work, p. 66, 72, 74, 75. <u>Conversation:</u> <i>Tipos de viviendas</i>, p. 67. <u>Blog 4:</u> <i>Mi día a día</i>, p. 73. www.edelsa.es/blog4 <u>News:</u> Edificios emblemáticos, p. 76-77.</p> <p>LE: Lexical, gramatical and functional <u>practice</u> of the MODULE, p. 26-31. <u>Learning worksheet:</u> Vocabulary and functions of the MODULE, p. 32. <u>Phonetics:</u> <i>c, qu y k</i>, p. 33.</p>	
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<p>Week 5</p>	<p>MODULE 5: VISITING A CITY</p> <p>1.Functional: Talking about addresses and means of transport. Talking about schedules II. Talking about origin and destination. Talking about prices.</p> <p>2.Grammatical: Presente de indicativo de <i>seguir, girar, ir, salir, llegar, abrir, cerrar, costar</i>. Prepositions <i>a, de, en</i>. Interrogative pronouns II: <i>¿cuándo?, ¿cuánto?</i></p> <p>3.Vocabulary: Means of transport.</p> <p>4.Culture: The origins of the Plaza Mayor.</p>	<p>LA: <u>Practice</u> and grammatical work, p. 84, 92, 93. <u>Conversation:</u> <i>Lugares públicos</i>, p. 91. <u>Blog 5:</u> <i>Mi próximo viaje</i>, p. 85. www.edelsa.es/blog5 <u>News:</u> <i>La plaza Mayor y museos famosos</i>, p. 94-95.</p> <p>LE: Lexical, gramatical and functional <u>practice</u> of the MODULE, p. 34-39. <u>Learning worksheet:</u> Vocabulary and functions of the MODULE, p. 40. <u>Phonetics:</u> c y z, p. 41.</p>	
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<p>Week 6</p> <p>Midterm Review</p>	<p>MODULE 5: VISITING A CITY</p> <p>1. Functional: Expressing distance. Talking about existence. Giving instructions. Asking for an address. Draw the attention of someone. Asking and confirming information.</p> <p>2. Grammatical: Imperativo afirmativo. Prepositions of location: <i>(muy) lejos de, (muy) cerca de, todo recto.</i> Contrast between <i>hay / está(n).</i> Adverbs of place: <i>aquí, ahí, allí.</i></p> <p>3. Vocabulary: Cardinal points. Urban spaces. Cultural buildings and monuments.</p> <p>4. Culture: Famous museums.</p>	<p>LA Practice and grammatical work, p. 90, 92, 93. Blog 5: <i>Mi próximo viaje</i>, p. 85. www.edelsa.es/blog5 News: <i>La plaza Mayor y museos famosos</i>, p. 94-95.</p> <p>LE: Lexical, gramatical and functional <u>practice</u> of the MODULE, p. 34-39. <u>Learning worksheet:</u> Vocabulary and functions of the MODULE, p. 40.</p> <p>Exercises to prepare the Midterm</p>	
<p>Week 7</p> <p>Midterm</p>	<p>MODULE 6: TALKING ABOUT THE DIET AND MEALS</p> <p>1. Functional: Talking about parts of the day. Expressing need or obligation.</p> <p>2. Grammatical: Presente de indicativo de <i>almorzar, merendar, servir.</i> Prepositions <i>a, por.</i> <i>Hay que</i> + infinitivo. <i>Tener que</i> + infinitivo.</p> <p>3. Vocabulary: Meals of the day. Food, drinks and condiments. Temperature.</p> <p>4. Culture: Latin flavors.</p>	<p>LA: Practice and grammatical work, p. 102, 110, 111. <u>Conversation:</u> <i>La dieta sana</i>, p. 103. <u>News:</u> <i>Sabores latino</i>, p. 112.</p> <p>LE: Lexical, gramatical and functional <u>practice</u> of the MODULE, p. 42-47. <u>Learning worksheet:</u> Vocabulary and functions of the MODULE, p. 48.</p>	

<p>Week 8</p>	<p>MODULE 6: TALKING ABOUT THE DIET AND MEALS</p> <p>1.Functional: Ordering in a restaurant. Talking about preferences. Ordering something a second time. Offering something else. Asking for the check. Accepting and rejecting an invitation.</p> <p>2.Grammatical: <i>Querer</i> + nombre / infinitivo. <i>Preferir</i> + nombre / infinitivo. Conjunctions <i>o, pero</i>.</p> <p>3.Vocabulary: Meals and dishes.</p> <p>4.Culture: The Mediterranean diet. Tapas and raciones.</p> <p>MODULE 7: TALKING ABOUT THE CULTURE AND SPECTACLES</p> <p>1.Functional: Talking about plans and intentions. Proposing and suggesting activities. Expressing purpose.</p> <p>2.Grammatical: Time expressions: <i>mañana, ahora, hoy, el + día de la semana, en + mes</i>. Presente de indicativo de <i>poder, venir y quedar</i>. <i>Ir a</i> + infinitivo. <i>Para</i> + infinitivo.</p> <p>3.Vocabulary: Leisure activities and spectacles.</p>	<p>LA: <u>Practice</u> and grammatical work, p. 108, 110, 111; p. 120, 126, 128, 129. <u>Blog 6:</u> <i>Una fiesta diferente</i>, p. 109. www.edelsa.es/blog6 <u>News:</u> <i>España y su dieta</i>, p. 113. <u>Conversation:</u> <i>Planes para el fin de semana</i>, p. 121.</p> <p>LE: Lexical, gramatical and functional <u>practice</u> of the MODULE, p. 42-47. <u>Learning worksheet:</u> Vocabulary and functions of the MODULE, p. 48; p. 50-55. <u>Phonetics:</u> <i>g, gu y j</i>, p. 49; <i>ch, h, y, ll</i>, p. 57.</p>	
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<p>Week 9</p>	<p>MODULE 7: TALKING ABOUT THE CULTURE AND SPECTACLES</p> <p>1.Functional: Describing and evaluating. Comparing. Expressing cause.</p> <p>2.Grammatical: <i>Ser/parecer + (muy/bastante/un poco) + adjetivo.</i> <i>Estar + bien/mal.</i> Comparative structures: <i>más ... que/ menos... que.</i> <i>Porque + verbo.</i></p> <p>3.Vocabulary: Shows activities.</p> <p>4.Culture: Shows: dance, music and cinema.</p>	<p>LA: <u>Practice</u> and grammatical work, p. 126, 128, 129. <u>Blog 7: Un lugar fantástico</u>, p. 127. www.edelsa.es/blog7 <u>News: Espectáculos</u>, p. 130-131.</p> <p>LE: Lexical, gramatical and functional <u>practice</u> of the MODULE, p. 50-55. <u>Learning worksheet:</u> Vocabulary and functions of the MODULE, p. 56.</p>	
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<p>Week 10</p>	<p>MODULE 8: TALKING ABOUT CLOTHES AND THE WEATHER</p> <p>1. Functional: Describing clothes. Giving detailed information about something or someone. Talking about past events. Talking about the weather. Expressing intensity. Expressing quantity. Expressing opinions. Expressing agreement and disagreement II.</p> <p>2. Grammatical: <i>Ser</i> + descripción de ropa. Relative pronoun <i>que</i>. Pretérito perfecto simple (indefinido). Regular verbs. Time expressions: <i>ayer, el otro día...</i> Demonstratives: <i>este/a/os/as, ese/a/os/as, aquel/aquella/os/as.</i> <i>Hace, hay, está</i> + meteorological phenomena. Impersonal verbs: <i>llover, nevar.</i> Adverbs of quantity: <i>muy, mucho/a/os/as.</i></p>	<p>LA Practice y grammatical work, p. 138, 144, 146, 147. Conversation: <i>¿Qué ropa llevas?</i>, p. 139. P. 90, 92, 93, 102. Blog 10: Tus cambios: Antes y ahora.</p> <p>Blog 8: <i>Algo pasó</i>, p. 145. www.edelsa.es/blog8 News: <i>Diseñadores de España e Hispanoamérica</i>, p. 148-149.</p> <p>LE: Lexical, gramatical and functional practice of the MODULE, p. 58-62. Learning worksheet: Vocabulary and functions of the MODULE, p. 63. Phonetics: <i>r, rr</i>, p. 64.</p>	
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Week 11 Final Oral Presentations	MODULE 8: TALKING ABOUT CLOTHES AND THE WEATHER 1.Functional: Talking about past usual actions. Describing something or someone in the past. Expressing change. 2.Grammatical: <i>Preterito imperfecto.</i> Regular and irregular verbs. 3.Vocabulary: Clothing. Characteristics of clothing. Seasons of the year. Meteorological phenomena. Mass media: newspaper sections. 4.Culture: Fashion in Spain and Latin America.	LE: Lexical, gramatical and functional <u>practice</u> of the MODULE, p. 58-62. <u>Learning worksheet:</u> Vocabulary and functions of the MODULE, p. 63. <u>Phonetics:</u> <i>r, rr</i> , p. 64.	
Week 12 Review and FINAL EXAM	Review of contents for the final exam.	Review activities.	

COURSE-RELATED TRIPS:

- To be organized during the semester.

REQUIRED READINGS:


M. Alonso Cuenca y R. Prieto Prieto (2011): Embarque ELE Curso de español lengua extranjera. Libro del alumno 1. Edelsa, Madrid.



M. Alonso Cuenca y R. Prieto Prieto (2011): Embarque ELE Curso de español lengua extranjera. Libro de ejercicios 1. Edelsa, Madrid.



RECOMMENDED READINGS:

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

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

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

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