



SP 201 SPANISH LANGUAGE & CULTURES: NOVICE ABROAD III

IES Abroad Madrid

DESCRIPTION:

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

STUDENT PROFILE:

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

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

CREDITS: 4 credits

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: Completion of IES Abroad's SP 102 Novice Abroad outcomes from the MAP for Language and Intercultural Communication, determined by placement test.

ADDITIONAL COST: None

METHOD OF PRESENTATION:

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

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

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REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation (class and Moodle): 15%
- Homework and written assignments: 20%
- Verbs quiz 1: 5%
- Verbs quiz 2: 5%
- Poster: 5%
- Midterm exam: 20%
- Final exam: 20% on contents covered in class (specific contents tested in the midterm exam will not be included).
- Oral Presentation: 10% A couple of weeks before midterms, groups of 2 or 3 students will be organized and the topics will be discussed. The instructor, along with the students, will establish the calendar for the presentation or video.

The instructor will evaluate the following aspects:

Information presented to explain of the topic

- Presentation method
- The students' ability to communicate. Students should not read their parts but be able to explain to others their findings and what they have learned with their research.

LEARNING OUTCOMES:

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

I. Intercultural Communication

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

II. Listening

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

III. Speaking

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

IV. Reading

- A. Students will be able to identify and understand simple sentences and deduce meaning from context if it is relevant to their studies.
- B. Students will be able to interpret main ideas in short passages and news headlines if they are relevant to them.

V. Writing



- A. Students will be able to write short texts about concrete topics, such as themselves, their families, their friends, their likes, dislikes, plans, experiences and their daily routines.
- B. Students will be able to send simple emails, text messages, and fill out some simple forms.
- C. Students will be able to write with increased accuracy, although using some native language structures. By the end of the course, students will be able to:

ATTENDANCE POLICY:

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 & Focus Area	Content	Assignments There will also be daily homework not included in this list	Learning Outcomes
Week 1	Unit 1: Nosotros 1. Functional: Asking and giving personal information. Asking about meaning or spelling of a word. Describing reasons to study Spanish. 2. Grammatical: Present indicative of llamarse, ser, vivir, tener. Interrogative words. Prepositions (<i>para+ infinitive, en</i>) Gender agreement in article, nouns, adjectives. Present indicative I. Pronunciation: Vowels and prosody in Spanish. 3. Vocabulary: Countries and nationalities. Languages. Greetings and farewells. Classroom objects. Jobs. Numbers. 4. Culture: Intonation in Spanish. Spanish names, usage of two apellidos, DNI (ID). Hipocorísticos (short names: Pepe, Loli...) Treatment tú/usted.	(Class) Preparing a poster with basic information about each classmate: name, age, studies, where they are from, why they study Spanish. (Moodle) Introducing yourself.	I.a II.a III.a,b IV.a V. a

Week 2	<p>Unit 2: Quiero aprender español</p> <p>1. Functional: Expressing intentions. Expressing reasons for actions. Discussing our abilities.</p> <p>2. Grammatical: Present indicative II, emphasis on the conjugation of 'vosotros'. Prepositions: a, con, de, por, para, porque Subject personal pronouns. Spelling. Graduating: bien/ bastante bien/ regular/ mal. Ir a + infinitive.</p> <p>3. Vocabulary: Languages. Classroom activities. Months.</p> <p>4. Culture: Foreign language learning. Common European Framework. Co-official languages in Spain (Catalan, Galician, Basque) Spanish and Romance languages. Data about Spanish.</p> <p>Unit 3: ¿Dónde está Santiago?</p> <p>1. Functional: Describing different places. Expressing existence and location. Describing climate.</p> <p>2. Grammatical: Usages of hay. Verb estar and usages. Superlative. Indefinite articles. Quantifiers: muy, mucho, mucha, muchos, muchas. Questions: Qué vs Cuál. Cuántos, Dónde, Cómo.</p> <p>3. Vocabulary: Weather. Forecast. Geography. Seasons.</p> <p>4. Culture: Geography of Spain: Comunidades autónomas and main cities. Amazing facts about cities in the Spanish-speaking world. El Camino de Santiago.</p>	<p>(Class) Deciding what you want to do in this Spanish course, discussing your learning styles and goals.</p> <p>(Moodle, written) List of goals for your semester abroad.</p> <p>Reading. P.33. Spanish words in other languages</p> <p>(Class) City guide, later to be uploaded on Moodle.</p> <p>(Written) Describe your hometown, its climate, your favorite places.</p> <p>(Class) Test about our knowledge of the Spanish-speaking world and countries.</p>	<p>I.a,b,c II.a III.a,b IV.a V.a</p>
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<p>Week 3</p>	<p>Unit 6: Día a Día</p> <p>1. Functional: Talking about habitudes and daily routine. Expressing frequency. Being able to express time and hours of events. Comparing. Agreeing and disagreeing.</p> <p>2. Grammatical: Present indicative: Irregular verbs Reflexive verbs. Yo también/tampoco/ sí/no. Estar + gerundio, regular and irregular.</p> <p>3. Vocabulary: Hours, days of the week, daily routine.</p> <p>4. Culture: Spanish schedules and store hours. Spanish educational system.</p>	<p>(Written) Your daily routine.</p> <p>(Class) Contest... the 'most...' in several categories (madrugador/a, trabajador/a...)</p> <p>Reading. P.80. Leisure statistics for Spaniards And 'Comer tarde y dormir poco'</p>	<p>I.d,e II.a, b III.a,b IV.a, b V.a,c</p>
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<p>Week 4</p>	<p>Unit 4: ¿Cuál prefieres?</p> <p>1. Functional: Talking about needs. Asking for products and prices. Expressing preferences, agreeing and disagreeing. Asking for schedules. Expressing causes. Comparing prices.</p> <p>2. Grammatical: Direct object pronouns (<i>lo, la, los, las</i>) and position within a sentence. Prepositions (<i>de, a</i>) Indirect object pronouns. Verbs with I.O. (<i>gustar, interesar, encantar</i>) Interrogatives (<i>qué, cuánto</i>) <i>Yo también/ tampoco/ sí/ no</i></p> <p>3. Vocabulary: Malls. Numbers up to 2000. Colors. Clothes and accessories. Clothes. Stores and products.</p> <p>4. Culture: Spanish brands. Spanish stores and shopping. (Centros comerciales, mercados, mercadillos) Sizes.</p> <p>Unit 7: A comer</p> <p>1. Functional: Going grocery shopping. Expressing instructions to prepare a dish. Being able to order in a restaurant and ask for information.</p> <p>2. Grammatical: Tener que + infinitive.</p> <p>3. Vocabulary: Food. Tableware. Ingredients. Weights.</p> <p>4. Culture: Mediterranean Diet. Denominación de origen. Regional dishes. Tapas and raciones. Reading: 'Comida en la calle'.</p>	<p>(Class) Organizing a day trip</p> <p>(Moodle) Deciding what to pack for the day trip.</p> <p>(Class) Role-play about going shopping: preparing a visit to a Mercado, mercadillo or centro comercial.</p> <p>(Written) Write the daily menu of a restaurant. (Listening) Listening to a Spanish recipe and (Written) Recipes: compilation of a cooking book for the class.</p>	<p>I.a,b,e II.a,b III.a,b IV.a,b V.a,c</p>
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Week 5	<p>Unit 5: Tus amigos son mis amigos</p> <p>1. Functional: Identifying someone in a group. Making and responding to compliments. Describing physical appearance and likes of a person. Proposing plans, and accepting or rejecting them. Making excuses. Greetings for birthdays. Understanding and responding to basic commands.</p> <p>2. Grammatical: Possessive adjectives (<i>mi, tu, su...</i>) <i>Muy, bastante, poco</i>. Demonstratives. <i>Este, esta, estos, estas</i>. Exclamations. (Qué + adjective or adverb). Verbs with I.O. (<i>gustar</i>) <i>A mí también/ tampoco/ sí/ no</i></p> <p>3. Vocabulary: Family members. Physical description, character.</p> <p>4. Culture: Sending emails. Spanish types of family. Spanish speaking actors and actresses.</p> <p>Unit 8: El barrio ideal</p> <p>1. Functional: Describing towns, neighborhoods and cities. Asking for and giving directions.</p> <p>2. Grammatical: Quantifiers (<i>algún, ningún, muchos...</i>) Prepositions. Demonstratives (<i>este, ese, aquel</i>) adverbs of place. Contrast <i>ser/estar</i> Intro: Imperative affirmative <i>tú/vosotros</i>.</p> <p>3. Vocabulary: Services and places in cities. Neighborhood.</p> <p>4. Culture: Pamplona.</p>	<p>QUIZ</p> <p>(Class and written) Describing a friend and introducing him/her to the class</p> <p>(Class) Identifying and describing celebrities in pictures</p> <p>Reading: tres festivales imprescindibles.</p> <p>(Class) Describing our ideal city- neighborhood</p>	<p>I.a,b,e II.a,b III.a,b IV.a,b V. a,b,c</p>
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Weeks 6 and 7 Midterm Review MIDTERM EXAM	Unit 9 ¿Sabes cocinar? 1. Functional: Describing past experiences. Talking about intentions and projects. Talking about abilities. 2. Grammatical: Present perfect. (Pretérito perfecto) Past participles, regular and irregular. Ir a + infinitivo. Ya vs. Todavía no/ Markers: Una vez, muchas veces... Saber, poder and conocer. 3. Vocabulary: Leisure and free time. Schedules. 4. Culture: Spanish cities.	POSTER: About a city or region in Spain, which you will be presenting in class. (Written) Writing a postcard to a friend describing what the student has done since he/she arrived in Madrid.	I.c,e II.c III.a IV.a,b V.a,c
Week 8	EXTRA MATERIAL: Una vida de película 1. Functional: Narrating biographies. Sequencing actions. Locating actions in the past. 2. Grammatical: Pretérito indefinido Usages, conjugation, focus on irregular verbs. Contrast pretérito indefinido and pretérito perfecto. 3. Vocabulary: Leisure and free time. Schedules. 4. Culture: Important historical characters and facts in the history of Spain.	(Class) Voting the most important year for our class (Written) Writing your biography (Moodle) Designing a guide of Madrid, of recommended places by each students, and describing their experiences in the places (when they were there, how many times, did they like it...)	I.a,b,c,d II.a,b III.a,b IV.b V.a,b,c
Week 9	EXTRA MATERIAL: Antes y ahora 1. Functional: Describing situations, habits and feelings in the past. Comparing the past to the present (antes vs. Ahora) 2. Grammatical: Pretérito imperfecto. Adverbs in –mente. Verb soler (use to) + inf in the past (solía) Consequence markers: así que, por eso. Discourse markers to narrate in the past. 3. Vocabulary: Life stages. 4. Culture: Spain: then and now. Spain during Franco's regime.	(Written) Childhood memories QUIZ: past tenses	I.a, d, e II. a, b III.a,b IV.a V.a,c

Week 10	EXTRA MATERIAL 1. Functional: Narrating stories in the past and sequencing actions. 2. Grammatical: Intro: Contrast pretérito imperfecto and pretérito indefinido. Past of estar + gerundio (estaba hablando, haciendo) Introduction: Pretérito pluscuamperfecto. Discourse markers. 3. Vocabulary: Describing and assessing. 4. Culture: Transition to democracy in Spain after 1975. Coup d'état 1981.	(Moodle.) Narrating anecdotes in the past. What happened and how we felt. (Written) Describing circumstances under which something special happened. (Class) Narrating anecdotes	I. a, e II. a, b III. b IV. a, bV. a, c
Week 11 Oral presentations	EXTRA MATERIAL 1. Functional: Expressing plans. Talking about leisure activities and celebrations. Making plans. Talking by phone. Expressing best wishes. Making compliments. 2. Grammatical: Regular present subjunctive forms for wishes. Present subjunctive, emphasis on regular verbs. Ojalá + subjunctive. Superlative. 3. Vocabulary: Feelings. Events. Leisure and free time activities. Expressions ¡Qué + adjective or adverb! Describing emotions. 4. Culture: Spanish celebrations and greetings. (ie. El santo) Main Spanish holidays (Navidad, Semana Santa...) Accepting gifts. Reacting to a compliment. Cultural differences in greetings and invitations, with different degrees of formality.	(Class) Role-play. Making invitations and responding situations with different levels of formality (Written) Writing an invitation to a party and cards expressing wishes	I. a, b, c, d, e II. a, b III. a, b IV. b V. a, b, c
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:



VV.AA. (2020) Aula Internacional Plus I. English Edition. Barcelona: Difusión
(Only course book, not workbook nor grammar or vocabulary companion)

Please note, it is Aula Internacional 1 Plus (Not Aula 1), ours has a black & red cover, and that it is the Plus edition. The version for English speakers is highly recommended since it has grammar charts both in English and in Spanish, but otherwise, the Aula Internacional 1 Plus (in Spanish) can be used.

RECOMMENDED READINGS:

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