



SP303 SPANISH LANGUAGE IN CONTEXT: EMERGING INDEPENDENT ABROAD III

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 spend time 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

CONTACT HOURS: 75 hours

LANGUAGE OF INSTRUCTION: Spanish

OFFICE HOURS: Monday, 10:15-11:15 h, in the *Faculty Room*

PREREQUISITES: Students must have met the learning outcomes of the previous course (IES Abroad SP 302 Emerging Independent II), 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 a research project that brings them into direct contact with the city of Salamanca.

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.

ASSESSMENT CRITERIA:

| | Credits | Contact hours | % Evaluation |
|--------------------|----------|---------------|--------------|
| ORIENTATION | 1 | 15 | 20 % |
| SEMESTER | 4 | 60 | 80 % |
| TOTALS | 5 | 75 | 100% |

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| ORIENTATION | 4 days: 9.15-11:15 h. 11:15-11:30 h: break 11:30-12:40 h |
| SEMESTER | Monday to Thursday: 9:15-10:15 h. |



SP303 SPANISH LANGUAGE IN CONTEXT: EMERGING INDEPENDENT ABROAD III
ORIENTATION
IES Abroad Salamanca

DESCRIPTION:

In this orientation course, students will learn how to deal with the most common obstacles upon their arrival in Salamanca. In this way, they will be able to describe their new surroundings, get by in everyday life, or make formal requests in contexts that so require. Therefore, the objective is twofold: to help students improve their communication skills in order to help them address their main needs in the immersion environment and, in addition, to confirm that their level for the semester course is adequate.

CREDITS: 1

CONTACT HOURS: 15 hours

LANGUAGE OF INSTRUCTION: Spanish

REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation - 15%
- Oral presentations - 10%
- Assignments - 30%
- Course-related trips/activities - 20%
- Oral assessment - 25%

Participation

The assessment process will be continuous and, in particular, students' disposition and interaction, as well as their active, positive, participative and responsible attitude in the classroom, will be assessed.

Oral presentations

Each student will present two oral presentations to the class that will have been previously prepared at home with an audiovisual support tool.

It will be evaluated as follows:

1. Oral presentation 1: the partner's biography (1 minute minimum).
2. Oral presentation 2: description of a place of interest in my hometown (1 minute minimum).

Assignments

A variety of assignments will be set on a daily basis as homework to practice reading and writing.

It will be evaluated as follows:

- Written expression 1: summary of the results and personal reflection on the common characteristics of the group (100-150 words). Rubric in Moodle.
- Reading comprehension: <https://www.salamanca.es/es> and associated questionnaire in Moodle.
- Creation of a glossary of vocabulary in Moodle on the topic of day 3: gastronomy.
- Reading comprehension: "What is being polite? Associated quiz in Moodle.

Course-related trips/activities

Every day we will visit a place in Salamanca as a group. Grades will depend on the level of accomplishment of the activities carried out both at the place and as homework.

1: Upload 6 creative photos of the geolocated route. Write and upload a brief commentary on the experience (100-150 words). Rubric available in Moodle.

2: Follow the tour "Barrio del Oeste" and upload an individual oral commentary in Moodle (1 minute).

3: Individual short commentary on the experience of visiting the central market and going for tapas (150-200 words).

Oral assessment

The oral assessment will consist of an oral presentation in pairs about **a legend from Salamanca** that each student will have researched during the week. Rubric available in Moodle. The final grade will confirm the students' level for the semester language course.

The working pairs and the research topic will be determined on the first day of class and cannot be modified.

Students must search for information related to the legend and make a presentation in which the intervention must be balanced (10-12 minutes). Students must use visual resources and involve their classmates (pptx, video, Canva, Genially, Kahoot!) Upload the presentation to Moodle.

During the presentation, students should answer at least 5 of these questions:

1. What is the title of the legend and who is its author (if known)?
2. Where and when did this legend originate, and does it have any historical or cultural connection?
3. What are the main characters in the legend and what are their defining characteristics?
4. What is the central conflict of the legend and what challenges do the characters face?
5. What supernatural or magical elements are present in the legend? How do they affect the plot?
6. What is the message or moral of the legend? What lesson is it trying to convey?
7. Has the legend undergone changes or adaptations over time? How has it evolved?
8. Are there cultural, religious or social aspects that influence the interpretation of the legend?
9. Are there other similar legends in different cultures? How do they differ and how are they similar?
10. Are there any places or monuments associated with the legend, and how have they influenced its preservation?
11. Does the legend have any connection to actual historical events, and how do they relate to each other?
12. What emotions or feelings does the legend evoke in those who hear or read it?
13. Are there any modern versions, reinterpretations or contemporary adaptations of this legend?

LEARNING OUTCOMES:

By the end of this complementary course, students will possess the communication skills necessary to adequately adapt to the immersion environment. In particular, they will be able to:

- Familiarize themselves with their new environment and settle into their surroundings.
- Identify and describe different strategic and cultural places in the city.
- Successfully address their initial needs in the university setting.
- Interact with the city's retailers (ask for prices, ask about products, etc.).
- Order in a café using appropriate language and become familiar with the gastronomic culture of the country.
- Read and summarize short texts and highlight the most salient points.
- Make simple but informed comparisons between the culture of origin and the host culture.

ATTENDANCE POLICY:

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

Maximum number of unexcused absences: 1 hour of class time.

CONTENT:

| Day | Content | Assignments |
|--------------|--|--|
| Day 1 | ¡Bienvenidos a Salamanca! <ol style="list-style-type: none"> Functions: Introducing someone and responding to an introduction. Asking for and giving personal information. Talking about habits, relationships, physical appearance and character. Promoting group dynamics. Becoming familiar with the city; describing clothes and objects. Vocabulary: Basic resources for presentations. Physical and character traits. Description of clothing, colors and sizes. Culture: Learning to look at Salamanca Course-related trip/activity 1: Geolocated tour through the statues and plaques of Salamanca. | <p>Oral presentation 1: With the information gathered during class, complete oral assignment in Moodle: the partner's biography (1 minute minimum). Rubric available in Moodle.</p> <p>Written assignment: With the information gathered during class, complete the written assignment in Moodle: Similarities and differences between me and my peers. Brief commentary on the information gathered during the class (100-150 words). Rubric available in Moodle.</p> <p>Course-related trip/activity 1: final assignment. Upload 6 creative photos of the geolocated route. Write and upload a brief commentary on the experience (100-150 words). Rubric available in Moodle.</p> |
| Day 2 | Ciudades y arte urbano <ol style="list-style-type: none"> Functions: Providing information on the existence and location of certain places. Requesting information about shows and events. Vocabulary: Culture. The city. Leisure and services. Culture: Learning about the epicenters of cultural development in the city. Course-related trip/activity 2: Tour Barrio del Oeste. | <p>Reading comprehension: https://www.salamanca.es/es and answer the associated questionnaire in Moodle.</p> <p>Oral presentation: My city, my university and residence. Description of a place of interest in my hometown. (1 minute minimum)</p> <p>Course-related trip/activity 2: final assignment. upload an individual oral commentary in Moodle (1 minute minimum). Rubric available in Moodle.</p> |
| Day 3 | Somos lo que comemos <ol style="list-style-type: none"> Functions: Shopping at supermarkets and stores. Asking for prices. Talking about quantities. Differentiating the protocols to be used in each store. Vocabulary: Food intolerances and allergies. Types of food establishments. Products that can be found in each establishment. Food. Measurements and packaging. Culture: Learning about food shopping habits in Salamanca. Course-related trip/activity 3: El Mercado Central | <p>Written assignment: My eating habits. Creation of a glossary of vocabulary on the topic of day 3. Students upload 6 entries to the Glossary available in Moodle with words or expressions related to the gastronomy of Spain. They must write a definition, upload an illustrative photo and an example of use.</p> <p>Course-related trip/activity 3: final assignment. write individual short commentary on the experience of visiting the central market and going for tapas (150-200 words). Rubric available in Moodle.</p> <p>Watch the following video for the next class: "Sin palabras" at link (4:43 min)</p> |
| Day 4 | De cortesía, jóvenes y gestos españoles | <p>Assignment: Reading comprehension: "Expresiones y fórmulas de cortesía" at link</p> |

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| | <ol style="list-style-type: none"> 1. Functions: to know the rules of courtesy and some terms of juvenile language. 2. Vocabulary: related to politeness and youth language. 3. Culture: politeness and gestures in Spanish. <p>ORAL ASSESSMENT: LEGENDS AND CHARACTERS OF SALAMANCA</p> | Quiz on Moodle about the reading.. |
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COURSE-RELATED TRIPS/ACTIVITIES:

- **Course-related trip/activity 1: Geolocated tour through the statues and plaques of Salamanca.**

Description:

Students will take a geolocated tour of various downtown statues and monuments. The objective is to have contact with the city and to make them notice aspects different from those shown in a traditional touristic tour.

Pre-task: students will receive prior information through brochures about the downtown area of Salamanca.

Activity: students will go on a geolocated tour, pay attention to the explanations and answer the questions in the game.

Post-task: students will upload as a group, the creative photos requested in the game and their respective explanations.

- **Course-related trip/activity 2: visit to “el Barrio del Oeste”.** In the activity we will visit the Urban Art Gallery of this artistic neighborhood and learn about its history from its creation to its current intervention.

Description:

Students will make a visit to Salamanca's Barrio del Oeste. During the tour they will be able to see the different cultural manifestations present in the neighborhood.

Pre-task: students will receive information beforehand, through brochures and videos about the western neighborhood.

Activity: students will make a short tour of the neighborhood, pay attention to the explanations and reflect on the different aspects raised during the visit.

Post-task: students will upload a 1 minute (min) video with their impressions of what they learned in the neighborhood.

- **Course-related trip/activity 3: Course-related trip/activity 3: visit to “El Mercado Central”.**

In this activity we will visit the Mercado Central of Salamanca and we will compare this traditional way of shopping with that of a modern supermarket.

Pre-task: students will receive prior information on the different types of markets in Spain.

Activity: students will make a short tour of Mercado Central, pay attention to the explanations and will do a short anonymous survey on some Spanish linguistic expressions related to food.

Post-task: write individual short commentary on the experience of visiting the central market and going for tapas (150-200 words).

Rubric available in Moodle.

REQUIRED READINGS:

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

RECOMMENDED READINGS:

Websites about the legends of Salamanca.

- <https://miscronicasdelmundo.wordpress.com/2011/08/29/salamanca-leyendas-de-la-ciudad-dorada/>
- <http://www.versalamanca.com/leyendas.html>
- <http://salamancapasoapaso.blogspot.com.es/2012/02/leyendas-salmantinas.html>

Websites about “El barrio del Oeste”

- <http://galeriaurbanasalamanca.es>

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

Websites about “El mercado central”

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

Dictionaries:

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

Online resources:

- Instituto Cervantes virtual classroom: <http://cvc.cervantes.es/>
- Website with vocabulary, grammatical explanations and various exercises for students.: <https://www.profedelee.es/>



**SP303 SPANISH LANGUAGE IN CONTEXT: EMERGING INDEPENDENT ABROAD III
SEMESTER**

IES Abroad Salamanca

DESCRIPTION: In this course, students will build upon language resources for their personal and social development in everyday situations, such as those they will face in family, classroom, medical and/or public service contexts. Over the course of the classes, particular emphasis will be placed on the gradual achievement of students' confidence in the use of language, as well as their control of basic communication structures for routine everyday situations.

The course content is intended to provide students with a sufficient grammatical, lexical, pragmatic and socio-cultural basis to improve their level of Spanish and, likewise, to promote analytical and reflective skills to face the challenges of the language and to promote the development of self-learning.

CREDITS: 4

CONTACT HOURS: 60 hours

LANGUAGE OF INSTRUCTION: Spanish

REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation and daily assignments – 10%
- Language journal – 20%
- Midterm exam – 20%
- Final exam – 20%
- Research project – 20%
- Course-related trips/activities – 10%

Course participation and daily assignments

Students' active participation in class activities and interaction with other students will be assessed (according to a rubric) in the middle of the course and at the end of the course.

The following aspects will be specifically evaluated:

- Attention and participation in the different communicative tasks carried out in class: debates, individual, group activities, etc.
- Weekly compulsory readings that will be evaluated through seminars, debates, etc.
- Moodle activities: quizzes, forums, glossaries, etc.

Different rubrics will be followed that especially assess the level of effort and accomplishment.

Language journal

Each week a written assignment will be set, the content and discursive modality of which will depend on the topics covered in class that week. The assignment must be submitted on Fridays. All written assignments will be returned with notes and corrections, and it will be mandatory for students to review and re-submit the assignment. Each assignment will, therefore, receive two different grades, one for the first version and one for the second.

Exams

There will be two exams during the course: a midterm and a final exam. Each exam will include exercises of all the skills, as well as exercises to assess specific course contents. Each exam consists of two parts with different dates and timetables: an oral part and a written part. The date and timetable set for each exam are fixed.

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

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 and assigned by the teacher and will relate Spanish culture and language. The teacher will

guide the development of the project through the revision of drafts, bibliography, etc. The final written version of the project will be delivered on the dates established by IES Abroad Salamanca.

The evaluation of the research project will be as follows:

- Research process (draft version) (3-4 pages): 30%
- Written work (final version) (5-6 pages): 40%.
- Oral presentation individual (10-15 minutes): 30%.

Course-related trips/activities

Throughout the course we will listen to a guest who will talk about their work on different topics. The talk will be interactive, and students will be expected to participate and interact with the guest. Students will be asked to prepare the topic and the questions they can ask beforehand. After the talk, they will be required to reflect on what they have learned and then write, discuss or debate on their reflections and answer the required questions.

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.

In addition, there will be two guided tours outside the classroom, where students will be required to show interest in the guide's explanations and participate actively. Before going to the location, students will be required to read about the topic and will then be asked to complete an activity after the visit.

LEARNING OUTCOMES:

Students at this level must be able to meet the objectives of the previous level (Novice Abroad) according to the IES Abroad MAP for Language and Intercultural Communication.

By the end of the course, students will be able to meet the objectives for the Emerging Independent Abroad level as defined in the MAP for Language and Intercultural Communication. The key learning outcomes of the MAP are summarized below:

Intercultural Communication

- Students will be able to identify 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.
- Students will begin to identify the validity of their own cultural beliefs, behaviors, and values by contrasting and comparing them with the host cultures.
- Students will be able to identify gestures and elements of body language, and they will integrate some of these non-verbal actions into their interactions with native speakers.

Listening

- Students will be able to understand some 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.
- Students will begin to understand native speakers from different backgrounds with limited experience with non-native speakers. They will also begin to understand slang and colloquial and common expressions.

Speaking

- Students will be able to talk about and discuss a wide range of concrete everyday and personal topics, abstract topics covered in class as well as other topics of particular interest to them.
- Students will be able to participate, initiate and respond actively in a wide range of interactions.

Reading

- Students will be able to read and understand articles, stories and online texts using their knowledge to aid their understanding.
- Students will begin to read and decipher the general ideas of academic texts with assistance.

Writing

- Students will be capable of meeting their everyday writing needs (notes, text messages, emails, letters, and participation in forums).
- Students will be able to write short essays for class on a wide variety of topics, in which they narrate, describe, report, compare, contrast, and summarize with a graded level of grammatical and lexical accuracy.
- Students will be able to correct their own and their peers' writing and identify common mistakes explained in class.

SUSTAINABLE DEVELOPMENT GOALS (SDGs):

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).

Description: Throughout the course, some of the common weekly activities such as readings or written assignments will focus on Sustainable Development issues (such as Fair Trade, ecology or equal opportunities). In addition, some of the course-related trips/activities will specifically address these issues.

ATTENDANCE POLICY:

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

Maximum number of unexcused absences: 3 classes.

CONTENTS:

| Week | Content | Assignments |
|---------------|---|---|
| Week 1 | La rutina <ol style="list-style-type: none"> 1. Functions: Talking about daily habits and actions. Talking about likes and preferences. Organizing information textually. 2. Grammar: Review of present tenses. The form <i>vosotros</i>. Verb <i>gustar</i>. <i>También</i> and <i>tampoco</i>. 3. Vocabulary: Daily routine and leisure activities. 4. Culture: Habits in Spain. Culture shock. 5. Orthography and phonetics: spelling. | <p>Compilation of exercises and texts to consolidate the contents.</p> <p>Language Journal I: Routine (200-250 words). Upload and Rubric available in Moodle.</p> <p>This week's topic is to write an essay about the routine of a character with strange habits. That is, what the "normal" day-to-day activities of a character with "different" and "abnormal" habits and life are like. You can use Mr. Bean's text for inspiration.</p> <p>Use temporal expressions, including expressions of frequency, routine vocabulary and order connectors.</p> <p>Examples: Supernatural character (a vampire, vampire hunter, witch, werewolf...).</p> <p>Fantasy character (Harry Potter, Daenerys, Gandalf...)</p> <p>Superhero (real or invented)</p> |

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| | | <p>Someone very famous real (a politician, actor, singer...)</p> <p>Something inanimate or without rationality, like a baby, a thing or an animal.</p> |
| Week 2 | Quiero llegar a ser tan alto como tú <ol style="list-style-type: none"> 1. Functions: Talking about physical appearance and character. Talking about possession. Making comparisons. 2. Grammar: Contrasting <i>ser</i> and <i>estar</i>. Comparatives and superlatives. Verbs of change. 3. Vocabulary: Physical and character traits. Personal qualities. 4. Culture: Spanish-speaking countries. 5. Orthography and phonetics: <i>s, z, c</i>. Seseo. | <p>Compilation of exercises and texts to consolidate the contents.</p> <p>Language Journal II: Changes</p> <p>Language Journal Review I: re-write Journal I</p> <p>Assignment: Create your own memes Create 5 memes with the contrastive use of <i>ser/estar</i>, <i>ponerse</i>, <i>hacerse</i> or <i>volverse</i>. Upload to Moodle. Rubric available in Moodle.</p> |
| Week 3 | ¿Qué hacías normalmente? ¿Qué hiciste ayer? <ol style="list-style-type: none"> 1. Functions: Talking about and referring to past events. Recalling a memory. Talking about habitual actions in the past. Talking about the recent past. 2. Grammar: Past tenses I. 3. Vocabulary: Expressions to tell an anecdote and react. 4. Orthography and phonetics: <i>c, k, qu</i>. | <p>Compilation of exercises and texts to consolidate the contents.</p> <p>Language Journal III: Anecdote Write a short story about a personal anecdote on a free topic answering the following question: When was the last time you... (150-200 words) Upload to Moodle. Rubric available in Moodle.</p> <p>Language Journal Review II: re-write Journal II</p> |
| Week 4 | Érase una vez <ol style="list-style-type: none"> 1. Functions: Telling complex stories. Placing an event in the past tense. Expressing since when something happened. 2. Grammar: Past tenses II. 3. Vocabulary: Past tense markers. 4. Culture: Spanish legends and legends from other Spanish-speaking countries. 5. Orthography and phonetics: Pronunciation of large numbers. | <p>Compilation of exercises and texts to consolidate the contents.</p> <p>Language Journal IV: Short Story Contest. You must correctly use the contrast of imperfect and indefinite and pluscuamperfect, but remember to use temporals and connectors. Also review the structure of an anecdote (the context, the description, the anecdote, the denouement...). You should also include expressions of interaction with the interlocutor: to introduce the anecdote, to show surprise, etc.</p> <p>Language Journal Review III: re-write Journal III</p> |

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| | | Research project: upload to Moodle draft version. 3-4 pages. |
| Week 5 | El año que viene viajaré a Europa <ol style="list-style-type: none"> 1. Functions: Talking about plans and intentions. Making predictions about the future. 2. Grammar: Future imperfect <i>Ir a + infinitivo</i>. If clauses I. Expressions of probability I. 3. Vocabulary: Temporal markers of the future. 4. Culture: the climate of Spain and its regions. 5. Orthography and phonetics: <i>r</i> and <i>rr</i>. | <p>Compilation of exercises and texts to consolidate the contents.</p> <p>Language Journal V: The future of the world. Write a short text about the future of the world. Choose two of the following questions and answer them (200-250 words) What will the cities of the future look like? How will we transport ourselves? Will oil cease to be the main source of energy? Will the world be able to run on 100% renewable energy? How will technology be incorporated into the human body? Is Artificial Intelligence a threat or an opportunity? Should we grant rights to robots or to humans integrated with robots? How will we live in a hyper-connected world?</p> <p>Language Journal Review IV: re-write Journal IV</p> |
| Week 6 | Midterm exams | There is no class this week. The instructor will be available as usual in class to answer questions and queries. |
| Week 7 | Quiero que el mundo sea mejor <ol style="list-style-type: none"> 1. Functions: Expressing wishes, feelings and requests. Responding to wishes, feelings and requests. Expressing surprise. Complement pronouns. 2. Grammar: Present subjunctive. Construction of sentences of wish, feeling and request. 3. Vocabulary: Youth slang. Verbs of feeling. 4. Culture: Birthdays in Spain. 5. Orthography and phonetics: <i>g</i>, <i>j</i> and <i>h</i>. | <p>Compilation of exercises and texts to consolidate the contents.</p> <p>Research project: Submission Final Versión (5-6 pages)</p> <p>Language Journal VI: My recommendations for a better world. Make an infographic with 10 ideas on the topic: how to make a better world. Use an image creation tool.</p> <p>Language Journal Review V: re-write Journal V</p> |
| Week 8 | Muévete y actúa <ol style="list-style-type: none"> 1. Functions: Asking for and giving advice and recommendations. Expressing prohibition, obligation and talking about what is allowed or not allowed. Giving orders. Expressing approval and disapproval. 2. Grammar: Imperative. Periphrasis of obligation and advice. Complement pronouns in the imperative. 3. Vocabulary: Health and the environment. 4. Orthography and phonetics: <i>g</i>, <i>j</i>, <i>gu</i> and <i>gü</i>. | <p>Compilation of exercises and texts to consolidate the contents.</p> <p>Language Journal VII: Doctor's advice. If I were you Creation in pairs of a calendar with suggestions and recommendations for the whole month for the care of physical and mental health and the environment.</p> <p>Language Journal Review VI: re-write Journal VI</p> |

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| Week 9 | Si yo fuera rico, probablemente compartiría <ol style="list-style-type: none"> 1. Functions: Expressing hypotheses. Talking about probability. Making assumptions and conjectures. 2. Grammar: Past subjunctive. If clauses II. Future perfect, future imperfect and conditional to express probability. Expressions of probability II. 3. Vocabulary: Proverbs. 4. Culture: Regional dances and music. 5. Orthography and phonetics: Accentuation I. | <p>Compilation of exercises and texts to consolidate the contents.</p> <p>Language Journal VIII: What would I do? Write a short text on the topic, "If the United States were a town of 100 inhabitants..." (200-250 words)</p> <p>Language Journal Review VII: re-write Journal VII</p> |
| Week 10 | Desde mi punto de vista <ol style="list-style-type: none"> 1. Functions: Expressing opinion. Expressing agreement and disagreement. Arguing and debating. 2. Grammar: Verbs of thought. Opinion, evaluation and debate formulas. 3. Vocabulary: Strong affirmations and negations. 4. Culture: Spanish holidays. 5. Orthography and phonetics: Accentuation II. | <p>Compilation of exercises and texts to consolidate the contents.</p> <p>Language Journal IX: Opinion article Select a current news item from: https://www.cuentamealobueno.com/ Available in Moodle. Write a personal essay about some positive current news of 200-250 words, using 5 structures learned this week.</p> <p>Language Journal Review VIII: re-write Journal VIII</p> <p>Research project: Presentations I</p> |
| Week 11 | Busco a alguien que quiera ayudar <ol style="list-style-type: none"> 1. Functions: Describing and defining. Identifying objects, places and people, and giving secondary information. Expressing cause, consequence and purpose. 2. Grammar: Construction of relative clauses: connectors and mood. Connectors of cause, consequence and purpose. Some uses of <i>por</i> and <i>para</i>. 3. Vocabulary: holidays. 4. Culture: Holy Week in Spain 5. Orthography and phonetics: Intonation. <p>Course-Related Trip: Fundación Tormes</p> | <p>Compilation of exercises and texts to consolidate the contents.</p> <p>Language Journal X: The things I have learned. Write a personal essay about what you learned during the semester about your experience abroad (200-250 words).</p> <p>Language Journal Review IX: re-write Journal IX</p> <p>Research project: Presentations II</p> |
| Week 12 | Review <p>Review of all the contents of the course, with emphasis on the most problematic contents and on the doubts raised in class.</p> | <p>Compilation of exercises and texts to consolidate the contents.</p> <p>Language Journal Review X: re-write Journal X</p> <p>Research project: Submission of a quiz on the presentations</p> |

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| Week 13 | Final exams Oral exam: Written exam: | |
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COURSE RELATED TRIPS/ACTIVITIES:

- Course-related trip/activity 1: VISIT: FUNDACIÓN TORMES-EB (date to be determined)
In this environmental activity center, students will actively participate in three activities guided by experts in the field (an itinerary through the riparian woodland, a tour of 6 works of Woodland Art and a visit to the permanent exhibition "Nuestro río, el Tormes").
SDG 15: Life of terrestrial ecosystems: Sustainably manage forests, combat desertification, halt and reverse land degradation and halt biodiversity loss.
Students will discover the different sustainable development initiatives that the city of Salamanca has in place.
- Course-related trip/activity 2: GUEST SPEAKER: ESPERANZA MONTERO (date to be determined)
We will listen through a conference to this LGTBI+ activist and feminist woman. The talk will be interactive and 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, economic or other status.
- Course-related trip/activity 3: SOMOS PERIODISTAS (date to be determined)
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.
- Salamanca Desconocida: "El Pozo de Nieve" (The Snow Well) (date to be determined)
Students will visit a spectacular well more than seven meters deep covered by a slate vault. But not only that, they will also be able to admire part of the ancient medieval wall of Salamanca, the stables and *tenadas* of the convent, part of the northeast tower of the complex... And above all, the mysterious subway galleries, of uncertain origin and function, which immerse the students in the unknown depths of the earth.
-Pre-task: Students will receive prior information about the contents of the visit. They will read it at home and synthesize the information to prepare for the visit.
-Homework: During the visit, students will follow attentively the explanations in Spanish of the tour guide and will solve any doubts by asking questions relevant to the activity.
-Post-task: Students will write a critical commentary on the visit using the information received previously and that provided by the guide.

REQUIRED READINGS:

It is not necessary to purchase any textbooks for this course, although some content will be extracted from some of the textbooks listed in the recommended readings section.

All readings will be available in the Moodle course (<https://moodle.iesabroad.org>). They will consist of a compilation of texts of different formats (short stories, book excerpts, press articles, poems...) taken from different sources.

RECOMMENDED READINGS:

Textbooks

- VV.AA. (2009) *Destino Erasmus 1*, Barcelona, Difusión.
- VV.AA. (2011) *El Embarque 2*. Libro del alumno, Madrid, Edelsa.
- VV.AA. (2011) *El Embarque 2*. Libro de ejercicios, Madrid, Edelsa.
- VV.AA. (2013) *Nuevo Prisma A2*. Libro del alumno, Madrid, Edinumen.

- VV.AA. (2013) *Nuevo Prisma A2*. Libro de ejercicios, Madrid, Edinumen.
- VV.AA. (2015) *Nuevo Prisma B1*. Libro del alumno, Madrid, Edinumen.
- VV.AA. (2015) *Nuevo Prisma B1*. Libro de ejercicios, Madrid, Edinumen.
- VV.AA. (2015) *Aula 2*, Barcelona, Difusión.
- VV.AA. (2016) *Aula 3*, Barcelona, Difusión.

Grammar books with exercises

- CERROLAZA, Ó. (2005) *Diccionario práctico de gramática. 800 fichas de uso correcto del español*, Madrid, Edelsa.
- VV.AA. (2005): *Gramática básica del español*, Barcelona, Difusión.
- VV.AA. (2005): *Gramática de uso del español. A1-B2*, Madrid, SM-ELE.
- VV.AA. (2007): *Gramática. Nivel medio. B1.*, Madrid, Anaya.

Dictionaries

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

Online resources

- Instituto Cervantes virtual classroom: <http://cvc.cervantes.es/>
- Website with vocabulary, grammatical explanations and various exercises for students.: <https://www.profedelee.es/>