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 a few basic words and phrases, and who can understand very 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.

CREDIT HOURS: 4

LANGUAGE OF PRESENTATION: Spanish

PREREQUISITES: Completion of IES Abroad’s SP 102 Novice outcomes, determined by placement test.

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, being the last level of Novice Abroad, an emphasis is made on learning strategies to help students progress and focus on communicating, paraphrasis, 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.

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.

**REQUIRED WORK AND FORM OF ASSESSMENT:**

- **Class and Moodle participation (15%)**: Being on time and active in class, participating in tasks and activities in groups/pairs. Using Moodle regularly, replying to forums, posting in glossaries. Having daily homework exercises from the workbook, having class prepared and texts read. Presentation of debates is also included in this category.
- **Homework and written assignments, and quizzes (20%)**: Some of these written assignments will be through Moodle. In this case, grades for these assignments will count into this 20% of the final grade and not in Moodle participation (above, which would be for forums and glossaries). This grade is based on regular short texts for the students to write and upload or give to the teacher, effort in them, having papers on time and quality of daily homework exercises when asked to correct aloud in class.
- **Midterm exam (20%)**
- **Final exam (20%)**: On contents covered in class (specific contents tested in the midterm exam will not be included).
- **Poster (10%)**
- **Final oral presentation (15%)**: Groups of students will be organized and the topics will be discussed. The instructor, along with the students, will establish the calendar for the presentation.
## WEEKLY PLANNING:

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments</th>
<th>Corresponding Learning Outcome(s)</th>
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</table>
| **Week 1** | **Units 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. Cómo, dónde, qué. Prepositions (para + infinitive, en)  
Gender agreement in article, nouns, adjectives. Present indicative I. Verbs in –ar.  
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** | **Unit 2/ Quiero aprender español.** | 1. **Functional**: Expressing intentions. Expressing reasons for actions. Discussing our abilities.  
2. **Grammatical**: Present indicative –ar, -er, -ir verbs, emphasis on the conjugation of ‘vosotros’. Prepositions: a, con, de, por, para porque  
(Moodle, written) List of goals for your semester abroad. | I.a,b,c, II.a, III.a,b, IV.a, V.a |
| **Week 3** | **Finish unit 3 and Unit 6- Día a Día** | 1. **Functional**: Describing places. Expressing existence and location. Describing climate.  
(Class) Contest.. the ‘most...’ in several categories (madrugador/a, trabajador/a/...) | I.d,e, II.a, III.a,b, IV.a, b, V.a,c |
| **Week 4** | 1. **Functional**: Talking about needs. Asking for products and prices. Expressing preferences and agreeing and disagreeing. Asking for schedules. Expressing causes. | **(class)** Organizing a day trip | I.a,b,e, II.a,b |
### Unit 4: ¿Cuál prefieres?

Comparing prices.  

2. **Grammatical:** Direct object pronouns (*lo, la, los, las*) and position within a sentence. Prepositions (*de, a*) Indirect object pronouns. Verbs with I.O. (*gustar, interesar, encantar*) Interrogatives (*qué, cuánto*)  


4. **Culture:** Spanish brands. Spanish stores and shopping. (Centros comerciales, mercados, mercadillos) Sizes.  

### Week 5  

#### Unit 5: Tus amigos son mis amigos

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.  

2. **Grammatical:** Possessive adjectives (*mi, tu, su...*) *Muy, bastante, poco.* Demonstratives. Este, esta, estos, estas. Exclamations. (Qué + adjective or adverb). Verbs with I.O. (*gustar*) A mí también/ tampoco/sí/no  

3. **Vocabulary:** Family members. Physical description, character.  

4. **Culture:** Sending emails. Spanish types of family. Spanish speaking actors and actresses.  

### Week 6: Unit 8: El barrio ideal  

#### Unit 9 ¿Sabes cocinar?

1. **Functional:** Describing towns, neighborhoods and cities. Asking for and giving directions.  

2. **Grammatical:** Quantifiers (*algún, ningún, muchos...*) Prepositions. Demonstratives (este, ese, aquel) adverbs of place. Contrast ser/estar  

3. **Vocabulary:** Services and places in cities. Neighborhood.  

4. **Culture:** Pamplona  

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.  

### Week 7: Review and Midterm exam  

#### Week 8  

#### 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.  

1. **Class:** Role play about going shopping: preparing a visit to a Mercado, mercadillo or centro comercial.  

2. **Moodle:** Deciding what to pack for the day trip.  

3. **Quiz:** regular/irregular present tense  

4. **Class:** Identifying and describing celebrities in pictures.  

5. **Written:** Write the daily menú of a restaurant.  

6. **Listening:** Listening to a Spanish recipe and (Written) Recipes: compilation of a cooking book for the class.  

**RESOURCE:** CBS (TV) José Made in Spain.  
http://www.josemadeinspain.com and IES-sponsored cooking workshops  

**POSTER:** City (in Spain or Europe)  

**Class:** Describing our ideal city-neighborhood  

**Written:** Writing a postcard to a friend describing what the student has done since he/she arrived in Madrid.  

**Class, written:** Favourite qualities and experiences for job hunting  

**Class, written:** Favourite  

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www.IESabroad.org
| Week 9 | EXTRA MATERIAL | Ya vs. Todavía no.  
Saber, poder and conocer.  
4. Culture: Spanish work schedules and free time activities. | experiences, places and IES activities so far. | III.a,b  
IV.a,b  
V.a,c |
|---|---|---|---|---|
| I. Functional: Narrating biographies.  
Contrast pretérito indefinido and pretérito perfecto.  
Saber, poder and conocer.  
4. Culture: Important people 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 where 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 10 | EXTRA MATERIAL | 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. Schedules. | (Written) Childhood memories  
QUIZ: past tenses  
Quiz: visit Chamberi metro station  
Viewing of a chapter of ‘Cuéntame cómo pasó’ tv serie about Spain in the 1960s. | I.a, d, e  
II.a, b  
III.a,b  
IV.a  
V.a,c |
| Week 11 | 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)  
Discourse markers.  
(Written) Describing circumstances under which you met someone special.  
(Class) Narrating anecdotes | I. a, e  
II. a, b  
III.b  
IV.a, b  
V.a,c |
| Week 12 | EXTRA MATERIAL | 1. Functional: Expressing plans. Talking about leisure activities and celebrations.  
2. Grammatical: Introduction to 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. Main Spanish holidays (Navidad, Semana Santa...) Accepting gifts. Reacting to a compliment. Cultural differences in greetings and invitations, with different degrees of formality. | (Class) Writing cards to wish happy birthday, get well soon...  
(Class) Role-play. Invitations and situations.  
(Written) Writing an invitation to a party | I.a,b,c,d,e  
II.a,b  
III.a,b  
IV.b  
V.a,b,c |
| Week 13 Unit 11 | Oral presentations  
Spanish Music session | | |
| Week 14 | Oral presentations  
Review for final exam | | |
| Week 15 | Final exam | | |

**ATTENDANCE POLICY:** Attendance is mandatory for all IES Abroad classes, including course-related excursions. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies.

Unjustified absences outside of those allowed by each class will have an impact on the final grade of the course. The maximum number of permitted absences for IES Abroad Madrid classes is two per course taken, except for courses meeting once a week. If you have more absences, your grade will go down 5 points out of 100 per absence. In exceptional cases (such as illness and hospital stays) an IES committee will evaluate your case.

**Seven absences in any course will result in a failing grade.**
REQUIRED COURSE MATERIALS:


Please note, it is Aula 1 (Not Aula Internacional) and that it is Nueva Edición, as seen in the picture of the cover.

Depending on the progress of the course, students might need to buy extra material(s) after the midterm. If this is the case, students will be notified in advance.

RECOMMENDED MATERIALS:


Web Materials

- BBC Spanish. [http://www.bbc.co.uk/languages/spanish](http://www.bbc.co.uk/languages/spanish)
- University of Iowa: Phonetics, the sounds of Spanish. [http://www.uiowa.edu/~acadtech/phonetics](http://www.uiowa.edu/~acadtech/phonetics)

RESOURCE

Biblioteca Instituto Cervantes de Madrid. With a wide selection of books of Spanish as a foreign language, DVDs and adapted readings. Located in Metro: Banco de España (Calle Barquillo, 6) Open weekdays from 9am to 3pm.

[http://www.cervantes.es/bibliotecas_documentacion_espanol/biblioteca_madrid](http://www.cervantes.es/bibliotecas_documentacion_espanol/biblioteca_madrid)