

Intermediate Spanish II

UNH Course Code: SPN202

Subject Area: Spanish Language and Culture

Level: 200

Prerequisites: Intermediate Spanish I or the equivalent of three semesters of college level Spanish

Language of Instruction: Spanish

Contact Hours: 45

Recommended Credits: 3

Description:

This intermediate course builds on your proficiency with the four basic skills (reading, speaking, writing and understanding) through a direct exposure to Spanish language and culture. It exposes you to new and more complex grammar and communicative structures so that you will have more opportunities of interacting accurately and expressively with some degree of fluency with the host community. You will also be able to write articulated texts and express opinions on current topics, expressing pros and cons as well as to talk about cultural elements of Spanish society.

The course combines several integrated approaches intended to develop your skills. Most in-class time, driven by the structure of the textbook, is devoted to speaking and practicing Spanish through a combination of group-based and individual activities, focusing on grammatical structures, language functions and vocabulary. Lessons also focus on a wide range of contemporary cultural themes through the use of varied materials such as newspaper articles, songs, short readings and short film clips. Onsite activities will require involvement with the local community, which will give you a unique chance to rapidly implement your linguistic development in real-life. In addition, you will be encouraged to read a great variety of real-life materials such as newspaper articles, advertising material and literary texts to foster your comprehension of written sources and to enrich your vocabulary.

Special extra-curricular activities, such as music concerts, cooking classes, exploring museums and parks, Spanish movie night, or possible language-exchange opportunities will be announced and your instructor will help you identify which activities would be most useful for you. These and other cultural components of the course will also promote your knowledge of Spain and Spanish, as you learn about Spanish society, and thus learning Spanish gives you a privileged opportunity to develop sensitivity towards cultural differences and to understand the ways in which culture and language interlock. In this sense you will be encouraged to exploit the value of these lessons not just as a useful aid to your progress in other courses, but as a set of tools for unlocking a wide range of intercultural discoveries whilst living and studying abroad.

By the end of the course, you are expected not simply to be able to demonstrate mastery of the grammar and lexical structures studied during the course, but the growing ability to conduct demanding conversations to express personal ideas and opinions, hypothesis in the present and the past, emotions, feelings, interests, desires, and to express agreement and/or disagreement with a well elaborated argument.

Class size never exceeds 15 students so that you have sufficient opportunities to practice your spoken Spanish and receive personal attention from your instructor.

Learning Objectives:

- to expand your vocabulary to a wider variety of registers
- to increase understanding of previously-studied grammatical structures and to properly use different verb tenses (present, past, *imperfecto*, imperative, conditional, and subjunctive)
- to enhance listening comprehension through the exclusive use of Spanish in class and through a variety of communicative activities inside and outside the classroom
- to improve writing proficiency through a variety of written assignments, creating informal works as well as more formal output (through the writing and revising process)
- to enhance oral proficiency by engaging in communicative situations with a certain level of complexity in order to be able to express feelings, reactions, dreams, hopes, and ambitions
- to improve reading comprehension by scanning longer texts in order to locate desired information, and gather information from different parts of a text to fulfil a specific task
- to gain an insight into Spanish customs and style of life
- to learn about current cultural aspects of Spanish society such as the political system or the diversity of Spanish society

Instructional Format:

Class meets twice a week for 90 minutes. Classroom activities are devoted to speaking Spanish, and reading and discussing real-life Spanish material such as song lyrics and short literary texts. As particular emphasis is placed on your foreign surroundings, you will learn about the language through assignments and on-site activities, such as field studies at a local market and local university or researching your own neighbourhood. You are expected to commit at least 4 – 6 hours a week to self-study and homework for the duration of the semester.

Forms of assessment:

Various elements will be taken into account when determining your final grade. The instructor will explain in detail the content, criteria and specific requirements for all assessment categories but the basic breakdown is as follows below. Your work and behavior in this course must fully conform to the regulations of the [CEA Academic Integrity Policy](#) to which you are subject.

Active Participation	10%
Homework	5%
Field Studies	10%
Compositions	15%
Tests	30%
Final Oral Activity	10%
Final Exam	20%

Active Participation (10%): When determining your class participation grades, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ 9.70-10.00
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A 9.00-9.69
You make useful contributions and participate voluntarily, which are usually based upon some reflection and familiarity with required readings.	B/B+ 8.40-8.99
You make voluntarily but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- 7.70-8.39
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C 7.40-76.90
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D+/C- 6.70-7.39
You are unable to make useful comments and contributions, being occasionally absent from, generally passive in, and unprepared for class.	D-/D 6.00-6.69
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F Below 6.00

The instructor will also be evaluating you in a number of behavioral areas across the course:

Preparation:

- Bring regularly to class the required materials (textbook, workbook, pen, paper, etc.)
- Complete homework and other assigned materials before class
- Be ready to start when class begins

Language:

- Make a consistent effort to speak Spanish during class, regardless of accuracy

Group Work:

- Participate collaboratively in groups and in pairs

Attitude:

- Demonstrate a positive and supportive attitude to instructor and classmates

Focus:

- Give full attention to class activities (cell-phones, blackberries, and laptops are not be permitted in this class)

Homework Assignments (5%): Assignments and textbook exercises (set out in the Assignment column of the course content) will be corrected at the beginning of each class. You are responsible for all assigned work and you should be aware that absence from the preceding class is not an excuse for non-preparation. All assignments are subject to change based on class progress, and you will be normally told in the preceding class of such changes. In case of absence, it is your responsibility and yours alone to find out what was the assigned homework and the material covered. Your instructor will collect your homework periodically and randomly to ensure that you are keeping up with the course material and that you are making satisfactory progress. At the end of the semester you will have to submit a portfolio with all homework assignments. If you wish to have your homework further explained by the instructor, please bring it to her attention at the end of the class period. No late homework will be accepted.

Field Studies (10%): You will participate in two activities outside class where you will interact with Spanish speakers. The goal of these activities is to get you to interact with your surroundings and test your language skills first-hand in a real situation. You will have to write a report on the experience based on the guidelines provided by the instructor and may be asked to present it in front of your peers. (Students will be informed beforehand of the specific day, time and outcome-related activity).

Compositions (15%): During the course of the semester students will have to submit three essays in two different drafts (250-275 words in length). Students will be given a hand-out on which there will be a list of subjects to choose from and the guidelines to each individual assignment. The composition topics will also require interaction with Spanish speakers in form of an interview or informal conversation and/or an onsite research to a local destination of interest. Your work will be evaluated on the basis of accuracy of expression, integration of new vocabulary and creative content. As you write, draw on the structures and vocabulary of recent lessons. Avoid drafting a composition in English and then translating it into Spanish. Instead, recombine creatively the Spanish models you have mastered so far.

****NOTE**: Plagiarism is unacceptable: never copy your composition from another source. Always cite every source used in your papers, including sources obtained via the Internet. You are not allowed to ask anyone for help writing or even proofreading the compositions. The use of Internet translation services is considered plagiarism. Students who are guilty of plagiarism will be assigned a 0 for the assignment and their home institution will be notified. No late compositions will be accepted.

Tests (30%): The tests are designed to establish the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in different areas of language competency. Three tests will be administered throughout the semester. There will be no make-up tests.

Final Oral Activity (10%): Students will work in groups or individually to develop a final presentation about a subject related to Spanish society or culture. This activity gives you an opportunity to practice your oral skills and to demonstrate the level of spoken Spanish you have achieved at the end of the term. The teacher will give you a handout with a list of possible topics, the rules of the presentation and the dates.

Final Exam (20%): The final exam is comprehensive and it will be administered on the last day of class.

CEA Attendance Policy:

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two week period, regardless of the reason for your absence. However, you will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

Required readings:

The readings and/or activities indicated in the Assignment column of the Course Content are drawn from the following textbook. You must have constant access to this text for reading, highlighting and marginal note-taking. It is required that you have a personal copy of the text book. This mandatory text book has been ordered for you and is available at the reception desk.

CORPAS, Jaime et. al. AULA 3 Internacional. Curso de español. Barcelona: Difusión, 2005 (textbook)

Depending on the progress and interests of the class, your teacher will occasionally hand out copied extracts from the texts cited in the Recommended Readings list below.

In addition, you are highly recommended to purchase a Spanish/English-English/Spanish dictionary, and to bring it with you to all lessons. Consult your instructor for recommendations.

Recommended readings:

All of the following books are available in the Language Section of the library of the school.

- ALONSO, Rosario et al. *Gramática básica del estudiante de español* (A1-B1), Madrid: Difusión, 2005.
- CASTRO, Francisca. *Uso de la gramática española: Elemental e Intermedio*. Madrid: Edelsa, 1996
- MIQUEL, Lourdes et al. *Rápido, Rápido*. Barcelona: Difusión, 1995

Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

Self-Study:

While we emphasize collaborative and communicative methodology in the classroom, we also highly encourage you to pursue several self-study hours each week, exploiting the range of Spanish books, articles and DVD films available in CEA library.

Online Reference & Research Tools:

Grammar and vocabulary:

- <http://www.spaleon.com/index.php> (Spanish Verb Conjugation Trainer)
- <http://www.indiana.edu/~call/ejerci.html>
- <http://www.colby.edu/~bknelson/exercises/index.html>
- <http://www.trinity.edu/mstroud/grammar/index.html>
- <http://www.auladiez.com/ejercicios/index.html>
- <http://babelnet.sbg.ac.at/carlitos/index.htm>
- <http://spanish.about.com/>
- <http://www.el-castellano.com/>
- <http://www.travlang.com/languages/indextext.html>
- <http://www.studyspanish.com/>

Readings:

- <http://home.cc.umanitoba.ca/~fernand4/>
- <http://cvc.cervantes.es/aula/lecturas/>

Online Dictionaries:

- <http://www.wordreference.com>
- http://www.educared.net/aprende/f_diccionariae.htm
- <http://www.fuentetajaliteraria.com/recursos/diccionarios.htm>
- <http://www.elmundo.es/diccionarios/>

- <http://www3.unileon.es/dp/dfh/jmr/dicci/0000.htm>

Media:

Newspapers & Magazines

- <http://www.lavanguardia.es>
- <http://www.elpais.es>
- <http://www.elmundo.es>
- <http://www.elperiodico.es>
- <http://www.expansion.com>
- <http://www.20minutos.es/>
- <http://www.quediaro.com/barcelona/index.html>
- <http://barcelona.metrodirecto.com/>
- <http://www.diarioadn.com/>
- <http://www.lasrevistas.com>

Radio

- <http://www.rne.es>
- <http://www.m80radio.com>
- <http://www.intereconomia.com/>

Television

- <http://www.rtve.es/>
- <http://www.cuatro.com/>
- <http://www.antena3.com/>
- <http://www.telecinco.es/>

Miscellaneous

- <http://www.guiadelocio.com/barcelona/>
- <http://barcelona.lanetro.com/>
- <http://www.clubcultura.com/>
- <http://www.uebersetzung.at/twister/es.htm> (Tongue twisters)
- <http://cvc.cervantes.es/aula/pasatiempos/pasatiempos1/> (Crosswords)

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Course Content

Session	Topic	Activity	Student Assignments
1	Presentación del curso y de los estudiantes	<p style="text-align: center;">Presentación del syllabus</p> <p style="text-align: center;">Exposición de los objetivos de los estudiantes en este curso (lluvia de ideas)</p>	<p>Lectura: “<i>En España es normal</i>” Aula 3, p.20</p> <p>Lee el texto y comprueba si las afirmaciones coinciden con la realidad española que tú conoces</p>
2	<p>Las convenciones sociales y culturales de España y los españoles</p> <p>Hábitos en el tiempo presente</p>	<p>Extraer conclusiones sobre la cultura y costumbres españolas así como sus diferencias con otros países</p> <p><i>Aula 3, p. 18: “¿Qué sabes de los españoles?” (Tópicos en España)</i></p> <p>Lectura: “Como relacionarse en España y no morir en el intento”</p>	<p><i>Aula 3, p. 20: En el trabajo</i></p> <p><i>Aula 3, p. 23: Estilos de vida</i></p> <p>Descubre la realidad del trabajo en España interactuando con los barceloneses</p>
3	<p>Narración de hechos únicos o excepcionales en el pasado</p> <p>Hablar de hechos históricos y biográficos</p>	<p><i>Aula 3, p. 10: Promoción del 87</i></p> <p>Preparar un cuestionario a modo de entrevista de trabajo múltiple a posibles candidatos (estudiantes)</p> <p><i>Aula 3, p.10: “La entrevista de trabajo”</i></p>	<p>Lectura: “<i>El contrato indefinido</i>” Aula 3, p.12</p> <p>Elaborar el Curriculum Vitae (C.V) de un candidato ideal (estudiante)</p> <p>Lectura: “<i>Vidas especiales</i>” Aula 3, p.11</p> <p>Descubrir la vida y obra de personajes relevantes</p>

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4	<p>Descripción de personas, animales y objetos en el pasado</p> <p>Descripción de hábitos y costumbres en el pasado, en comparación con el presente</p>	<p>Barcelona antes y ahora (a través de fotos)</p> <p>Lectura: Aproximación a la España histórica comparándola con la España actual: <i>La España de Franco</i></p> <p><i>Aula 3</i>, p.55: “<i>El viaje de Petra</i>”</p> <p>“Un viaje en el tiempo”. En grupos eligen una época de la historia y explican como era la vida y la sociedad</p>	<p>Actividad escrita: Describe cómo era tu vida cuando eras pequeño-a: amigos, familia, juegos o aficiones, barrio, etc.</p> <p>Describe también qué aspectos de tu vida han cambiado (qué cosas solías hacer que ahora no haces o al revés)</p> <p>Lectura: “<i>Náufragos</i>” <i>Aula 3</i>, p.54</p>
5	<p>Narración de vivencias pasadas y de las circunstancias que las rodean</p> <p>Expresar la causa y la consecuencia en el pasado</p>	<p>Audición: “<i>Un día en la historia</i>”</p> <p><i>Aula 3</i>, p. 54: “<i>Los cuentos infantiles</i>”</p> <p>Juego de investigación con toda la clase: “<i>La coartada</i>”</p>	<p>Reconstrucción de un viaje en avión: “<i>La mujer misteriosa</i>”</p> <p>“<i>La historia de un huevo</i>”</p> <p>Lectura: “<i>Meter baza</i>” <i>Aula 3</i>, p.54</p>
6	<p>Narrar acontecimientos pasados anteriores a otros ya mencionados</p> <p>Recursos para contar anécdotas reales o inventadas</p>	<p>Lectura: “<i>El trotamundos</i>” <i>Aula 3</i>, p.51</p> <p><i>Aula 3</i>, p. 52: “<i>Equipaje extraviado</i>”</p>	<p>Lectura: “<i>Vacaciones infernales</i>” <i>Aula 3</i>, p.55</p> <p><u>Ensayo1</u> (250 palabras): ¿Cómo fue la primera vez que.....?</p>
7	<p>Combinar los tiempos del pasado en un relato</p>	<p>Juego de parejas: “<i>El amor es ciego</i>”</p> <p><i>Aula 3</i>, p. 162: “<i>¡Y ahora me vas a escuchar!</i>”</p> <p>Elaborar una historia de amor con parejas inusuales o extrañas, explicando cómo se conocieron, cómo era la situación y qué habían hecho antes de conocerse</p>	<p>Piensa en cosas que ya habías hecho en tu vida en cada uno de los siguientes momentos (<i>Aula 3</i>, p.127)</p>

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8	Examen 1	<p>Repaso y consolidación de contenidos</p> <p>Examen</p>	<p>Lectura: “<i>¿Qué nos preocupa a los españoles?</i>” <i>Aula 3</i>, p.42</p> <p>Reflexiona sobre los temas que más preocupan en España y compáralos con tu país</p>
9	<p>Expresar deseos, peticiones y necesidades</p> <p>Reclamar y exigir</p>	<p>Proponer soluciones para los temas que preocupan y cuándo se podrán llevar a cabo</p> <p>Audición: “<i>Manifestaciones</i>” <i>Aula 3</i>, p. 43</p> <p><i>Aula 3</i>, p.44: “<i>Reivindicaciones</i>”</p> <p>Canción: “A Dios le pido”</p>	<p>Escribe una pequeña “carta” exponiendo tus peticiones, quejas y reivindicaciones al alcalde para mejorar la ciudad de Barcelona</p> <p>Lectura: “<i>Salmo 5</i>” <i>Aula 3</i>, p.159</p>
10	Proponer soluciones ante problemas o futuros	<p>Actividad oral: “Los tres deseos”</p> <p><i>Aula3</i>, p. 47: “<i>Hombres y mujeres, ¿tienen las mismas prioridades?</i>”</p>	<p>Actividad escrita: “Reivindicaciones”. Haz una lista de reivindicaciones que piden diferentes grupos sociales en España y compáralas con las posibles reivindicaciones de los mismos grupos en EEUU. Explica el porqué de las similitudes y las diferencias</p>
11	<p>Valorar situaciones y hechos de manera objetiva o subjetiva</p> <p>Presentar propuestas y argumentarlas</p>	<p>Lectura: “<i>La gente sigue tratando mal a los animales</i>” <i>Aula 3</i>, p. 44</p> <p>Dar la propia opinión sobre titulares sorprendentes del periódico</p> <p>Formar un partido político y presentar las propuestas para las próximas elecciones</p>	<p>Actividad: “La naturaleza manifiesta sus quejas”</p> <p><u>Ensayo 2</u> (250 palabras).</p> <p>Escribe tu opinión sobre este artículo del periódico: “Parejas que se conocen por Internet”</p>

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12	Expresar emoción, interés y sentimiento	<p>Encuesta: “Odio mentir a mis amigos”</p> <p>Lectura: “<i>El diario de Vero</i>” Aula 3, p. 59</p> <p>Un mundo de sensaciones: explora tus emociones a través de los sentidos: el tacto, el olfato, la vista y el oído</p>	<p>Lectura: “<i>Adolescentes</i>” Aula 3, p. 58</p> <p>Actividad: “¡Basta de ruidos!” Expresa emociones negativas en diferentes ámbitos de tu vida</p>
13	Hablar de relaciones entre las personas	<p>Relaciones de pareja o sentimentales</p> <p>Audición: “<i>El juego de la verdad</i>” Aula 3, p. 62</p> <p>Aula 3, p. 63: “<i>Trapos sucios</i>” Simular una discusión de pareja</p>	<p>Lectura: “<i>No se parece tanto al infierno como un matrimonio feliz</i>” Aula 3, p. 163</p> <p>Actividad escrita: “<i>La historia de Pili, Mili y Lolí</i>” Aula 3, p. 131</p>
14	Barcelona a través de los sentidos	<p>Field Study 1</p> <p>Explora Barcelona por ti mismo y crea tu propio mundo sensorial: olores, colores, sonidos y sabores en una escala que va del amor al odio</p>	<p>Escribe un texto en el que reflejes tus descubrimientos sensoriales sobre Barcelona (250)</p>
15	Describir las características y el funcionamiento de diferentes objetos o mecanismos	<p>Audición: “<i>¿Qué horror?</i>” Aula 3, p. 67</p> <p>Lectura: “<i>Martín Azúa. Diseñador</i>” Aula 3, p. 67</p> <p>Aula 3, p.68: “<i>¿Qué es?</i>” Reconocer a qué se refieren una serie de descripciones</p> <p>Juego con fotos: “¿Puedes usarlo en la cocina?” Los estudiantes tienen fotos de objetos. A través de su descripción el resto debe adivinar de qué objeto se trata</p>	<p>Actividad escrita: “<i>De diseño</i>” Aula 3, p.134</p> <p>Analizar los comentarios positivos y negativos que se han hecho sobre diferentes objetos. Averiguar a qué tipo de objetos se han referido en cada caso</p>

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16	<p>Referirnos a algo o a alguien cuya identidad concreta conocemos o desconocemos</p> <p>Diseñar un objeto que solucione un problema de la vida cotidiana</p>	<p>Práctica oral: “Buscando a alguien que.....”</p> <p>Actividad: “Requisitos para ser miembros de un club muy especial”</p> <p>Lectura: “<i>Soluciones para todos</i>” Aula 3, p. 71</p> <p>Aula 3, p.71: “<i>Diseño por encargo</i>”</p> <p>En pequeños grupos, imaginad que el Departamento de Investigación de una empresa os ofrece la posibilidad de crear el producto que queráis. Decidid qué vais a crear, para qué sirve y cómo es</p>	<p>Lectura: “<i>Moda española</i>” Aula 3, p. 72</p> <p>Lectura: “<i>Las mujeres los prefieren con un buen trasero</i>”</p> <p>Lee el texto y contesta las preguntas</p>
17	Examen 2	<p>Repaso y consolidación de contenidos</p> <p>Examen</p>	<p>Actividad escrita: “<i>¿Eres una persona tímida?</i>” Aula 3, p. 147</p> <p>Lee y completa el test</p>
18	Evocar situaciones imaginarias	<p>Actividad: “<i>Y si fuera.....</i>” Aula 3, p. 94</p> <p>Piensa en un personaje famoso, animal, música, libro, etc. e imagina cómo serías si fueras ese objeto</p> <p>Canción: “<i>Y si fueras para toda la vida</i>” (El sueño de Morfeo)</p>	<p>Actividad escrita: “<i>El hombre invisible</i>” Aula 3, p. 94</p> <p>Imagina que puedes ser invisible durante un día. ¿Qué harías? Escribe 10 cosas que harías si fueras invisible</p>

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19	<p>Aprender a ponerse en el lugar del otro</p> <p>Dar consejos y sugerencias</p>	<p>Audición: “<i>Pobre Manuel</i>” <i>Aula 3</i>, p. 94 Manuel tiene problemas con su hija. Escucha los consejos y toma nota</p> <p>Lectura: “<i>¿Una moda de ahora?</i>” <i>Aula 3</i>, p. 90</p> <p>Juego: “Cargar con los propios problemas” A través de los consejos de otros estudiantes, el resto debe adivinar cuáles son los problemas que tienen</p>	<p>Actividad escrita: “<i>Consejos</i>” <i>Aula 3</i>, p. 92 Lee la carta que ha escrito una chica al consultorio de un programa de radio pidiendo consejo para resolver sus problemas amorosos y dale algunos consejos</p>
20	<p>Expresar diferentes grados de seguridad</p> <p>Relatar sucesos misteriosos relacionados con el ámbito esotérico o científico</p>	<p>Lectura: “<i>Experiencias paranormales</i>” <i>Aula 3</i>, p. 75</p> <p>Actividad. “<i>¿Existen los ovnis?</i>” <i>Aula 3</i>, p. 78 Aportar una explicación científica para algunos fenómenos paranormales</p> <p>Investigar diferentes formas de adivinación: “Las líneas de la mano” o “Los signos zodiacales” (en parejas)</p> <p>Debate en clase: “Esotéricos contra científicos”.</p>	<p>Actividad escrita: “<i>Las líneas de Nazca</i>” <i>Aula 3</i>, p. 74 Con la ayuda de la sección de “Horóscopos” del periódico, escribe el horóscopo de tu compañero para los próximos días</p>

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21	Hacer hipótesis y conjeturas en el presente y pasado	<p>Práctica oral: “¿Qué estará haciendo?” Imagina qué estarán haciendo en este momento tus padres, hermanos o amigo mientras tú estás haciendo en España.</p> <p>Actividad en grupo: “¿Qué habrá pasado?” <i>Aula 3</i>, p. 140</p> <p>Actividad en grupo: “<i>María está preocupada por su novio</i>” <i>Aula 3</i>, p. 139</p>	<p>Lectura: “<i>El espíritu de la casa</i>” <i>Aula 3</i>, p. 78</p> <p><u>Ensayo 3</u> (250 palabras) ¿Cómo te ves dentro de 10 años? Encuesta a dos españoles de edades diferentes y averigua como ven su futuro. ¿Crees que cumplirán sus proyectos?</p>
22	Redactar una noticia, referirnos a ella y comentarla	<p>Lectura: “<i>Días de radio</i>” <i>Aula 3</i>, p. 88</p> <p>Descubrir tus hábitos en relación con los medios de comunicación a través de la encuesta “Medios de comunicación”</p> <p>Actividad: “<i>Noticias de ayer</i>” <i>Aula 3</i>, p. 82 Ordenar cronológicamente estas noticias.</p>	<p>Lectura: “<i>El ramo azul</i>” <i>Aula 3</i>, p. 78</p> <p>Actividad escrita: “<i>Buenas noticias</i>” <i>Aula 3</i>, p. 142 Decide si las siguientes noticias son verdaderas o falsas y completa los titulares.</p>
23	Transmitir la información de una noticia utilizando la voz pasiva	<p>Actividad escrita: “<i>Un periódico. El mundo imaginario</i>” <i>Aula 3</i>, p. 83</p> <p>Audición: “<i>¿De qué noticia hablan?</i>” <i>Aula 3</i>, p. 83</p> <p>Inventar una noticia para “El noticiario de la clase”. Puede ser una noticia de prensa, radio o televisión</p>	<p>Lectura: “<i>Crónicas de guerra</i>” <i>Aula 3</i>, p. 169</p> <p>Actividad escrita: Reconstruye la siguiente noticia: “<i>Barzzi sufre heridas leves al caer de una bicicleta</i>” <i>Aula 3</i>, p. 144</p>

Intermediate Spanish II

Course Content

Session	Topic	Activity	Student Assignments
24	Examen 3	Repaso y consolidación de contenidos Examen	Preparación Field Study 2 “Ayer salí de marcha y hoy estoy hecho polvo” Lectura: “ <i>Spanglish</i> ” <i>Aula 3</i> , p. 104 Con la ayuda del diccionario o de un amigo español averigua el significado de algunas expresiones coloquiales muy frecuentes y completa la actividad Entrega del portfolio
25	Los estudiantes en Barcelona	Field Study 2 Encuesta a los estudiantes de la “Universidad Central de Barcelona” Descubrir cómo viven y se relacionan los estudiantes universitarios en Barcelona Averiguar cómo son sus clases, profesores, asignaturas, carrera universitaria... Conocer cuáles son sus expectativas de futuro y qué aspectos de la universidad mejorarían o no cambiarían	Utilizando la información obtenida durante el trabajo de campo, escribe una redacción que resuma tus hallazgos más importantes
26	Más cultura	Hacer un concurso para comprobar los conocimientos que los estudiantes tienen del mundo hispanohablante	Ultimar los detalles de las presentaciones orales
27	España a través de mis ojos	Exposición oral final El estudiante deberá elegir un tema relacionado con la cultura española (gastronomía, arte, música, cine, etc) y deberá desarrollarlo oralmente	Actividad escrita: “¿ <i>Qué sabes de...</i> ?” <i>Aula 3</i> , p. 102 Contesta un cuestionario sobre el pasado y el presente de España. Evalúa tu aprendizaje

Intermediate Spanish II

Course Content

Session	Topic	Activity	Student Assignments
28	España a través de mis ojos	Exposición oral final El estudiante deberá elegir un tema relacionado con la cultura española (gastronomía, arte, música, cine, etc) y deberá desarrollarlo oralmente	Lectura: “ <i>Un lugar para...</i> ” <i>Aula 3</i> , p. 101
29	Repaso y consolidación de contenidos	Resolver dudas	Dossier de repaso general
30	Examen final		