

## Conversational Spanish: Daily & Practical Uses

**UNH Course Number:** SPN303  
**Subject Areas:** Spanish Language & Literature  
**Level:** 300  
**Prerequisites:** Intermediate Spanish II  
**Language of Instruction:** Spanish  
**Contact Hours:** 45  
**Recommended Credits:** 3

### Description

The course has been created for students who have at least an intermediate level of Spanish and who, consequently, have an understanding of the basics of Spanish grammar and lexis, but who now wish to turn their focus on consolidating their understanding and expanding their ability to communicate through real practice. The main aim is to develop your oral communicative proficiency. To achieve the course goals, you will participate in active conversation inside and outside the class. Since successful communication always depends on the cultural context, a key part of the course will be discussing topics related to the social and cultural context in which the course is taught (i.e., Spain and Barcelona).

A secondary aim, but no less important, is to examine stereotypes about Spain and to learn about Spanish customs as they exist today, in the 21<sup>st</sup> century. You will discover the diversity and complexity of the country, its people and its culture and become aware of how current Spanish culture may not coincide with your notions prior to arrival.

Activities include: in-class discussions, debates, surveys, interviews, presentations, and job interviews. You will learn how to express personal preferences and speak by phone. Given the importance of using language in context, you will therefore experience the Spanish language and culture through real practice: for example, you will learn to talk about food by participating in a cooking course taught by local chefs. A key component of the course will be activities designed to promote direct contact with the host culture, via surveys, interviews, and language exchanges with Spanish students. This is an active course and to take full advantage of it, you must be motivated to learn and ready to participate. Only in this way will you make real and observable improvements in your oral competency.

### Learning Objectives

#### Knowledge Skills

- Demonstrate a consolidated ability to talk about a wide variety of topics ranging from personal experiences and everyday life to social, professional and institutional subjects.
- Be able to express ideas and opinions accurately and confidently.
- Be able to interact with the host-community with a marked degree of fluency.
- Acquire new vocabulary through practice in different types of discourse, including narration, description, critical commentary, debate, and dramatic dialogue.

- Recognize and identify specific characteristics of Spanish culture and society.

Critical Thinking Skills

- Develop and use critical thinking tools for understanding your new social and cultural surroundings and apply your knowledge to make your communication more effective.
- Defend a point of view, refute an argument and reach an agreement in Spanish.

Attitudinal Skills

- Demonstrate curiosity for intercultural differences and Spanish society and culture

**Instructional Format**

Class will meet twice a week for 75 minutes. This is not a lecture class, and therefore students are expected to spend class time engaged in practical exercises and in individual and group work. This course has been designed around 6 situational contexts, *entornos*, which will prepare you to cope with both basic and specific needs such as expressing personal preferences, passing a job interview or doing public oral presentations. Dialogues, interviews, surveys, speeches, phone conversations and debates will shape the structure of this course session by session. Your participation will include various activities such as debate, field studies, oral presentations, role plays and reports on previous activities. The class will also include preparatory work and you are expected to commit at least 6 hours a week to self study and homework. The methodology is primarily communicative given that you must bring to class your knowledge and personal experience along with your language skills. Most of the time will be spent on creating, rehearsing, and presenting simulations of situations in everyday life based on assigned vocabulary and readings. Activities will also include improvisations and focus on small group and pair work as well as individual presentations. This course will also expose you to interaction with the local community to learn about local culture, customs and social conventions. To this end, there will be several field studies, including a lesson on cooking typical Spanish dishes in a restaurant, onsite interviews to Spanish students which will be videotaped to prepare a TV report and language exchanges with Spanish students. Participation and interaction are crucial in the dynamics of this course not only for practice, but also for linguistic reflection.

**Form of Assessment**

The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. You must complete all grading assessment categories to receive a grade for this course. In addition, your work and behavior in this course must fully conform to the regulations of the [CEA Academic Integrity Policy](#) to which you are subject. Finally, all formal written work you carry out in this course (reports, compositions, questionnaires, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of such work. Each student is encouraged to keep a personal notebook of new vocabulary and idiomatic expressions learned from the readings and other activities of the class.

*Please be advised:* Any grade dispute you encounter in this course must immediately be discussed with the instructor and definitively resolved before the last week of class. Only end-of-term assignments graded after the end of your program are subject to CEA’s formal grade appeal procedure. For more information, see [CEA Academic Policies](#).

<b>Class Participation</b>	10%
<b>Homework</b>	5%
<b>Quizzes</b>	10%
<b>Oral Tests</b>	30%

	Oral test 1: News reporting	(5%)	
	Oral test 2: Survey reporting	(5%)	
	Oral test 3: Speech & Interview	(5%)	
	Oral test 4: Role playing	(5%)	
	Oral test 5: Debate	(5%)	
	Oral test 6: Photo presentation	(5%)	
<b>Field Studies</b>			30%
	Field study 1 Cooking lesson	(10%)	
	Field study 2 Language exchange	(10%)	
	Field study 3 TV report	(10%)	
<b>Final Oral Exam</b>			15%

Class Participation: When determining your class participation grades, traditional criteria such as material preparation, completed reading and assignments 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 tasks will all be taken into account when evaluating your participation. Moreover, a strong emphasis will be placed on using Spanish language as the unique vehicle of communication in class. 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 participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B/B+ (8.40–89.90)
You make voluntary 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 (7.00–7.69)
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	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 (0–5.90)

Homework: Students will be assigned homework related to the lesson objectives every day. Some of these tasks are conceived as *pre-activities*, that is, warm up activities that will prepare you to cope with the activities developed in class. Homework assignments will include textbook activities, worksheets, reading selections

and exercises on new vocabulary and related grammar. Homework must be prepared BEFORE class. Keeping up with your homework is crucial to ensure a satisfactory progress in the language learning process.

**Quizzes:** Quizzes will be administered at the beginning of class. They will test aural comprehension, vocabulary acquisition and cultural knowledge. Quizzes will include multiple-choice questions, fill-in-the-blank exercises and aural and written comprehension exercises. They are thought to continuously evaluate your performance in class and to keep you focused on the topics covered in class. There will be no make-up quizzes.

**Oral tests:** You will work to develop 6 oral activities related to the different communicative environments covered in this course. Specifically, these activities will include the following activities: news reporting, survey reporting, speech and interview, role playing, debate, and a photo presentation. The integration of new vocabulary, pertinent grammatical structures and standard language will be required, likewise adaptation to the situational context described in the activity. In addition, these activities will provide you with regular opportunities to develop your speaking skills in a variety of settings, types of discourse, topics, and registers (e.g., everyday life and social, professional, and institutional environments).

Criteria for Assessing Oral Tests		
Communicative Success & Adequacy	A	Message is perfectly understood and fits in with the context needs
	A-	General message and most of the details can be understood and fits in with the contexts need
	B	General message, but only some of the details can be understood and partly fits in with the context needs
	C	Some idea of the general message can be understood and barely fits in with the context needs
	D-F	What the speaker is trying to say cannot be understood and does not fit in with the context needs.
Fluency & Pronunciation	A	Speech is smooth; speaker is comfortable and confident in use of the language. No mispronunciation that would interfere with comprehension by a sympathetic native speaker.
	A-	Speech is occasionally hesitant; some rephrasing. Mispronunciation causing misunderstanding occurs only rarely.
	B	Speech is hesitant (e.g. frequent rephrasing, sentences left unfinished, long pauses). Several misunderstandings arise from mispronunciation of words or errors in intonation.
	C	Speech hesitant, conversation is almost impossible. Mispronunciation and inaccurate stress make understanding difficult. Has to repeat a lot to be understood; OR not enough speech to evaluate.
	D -F	Speech limited to isolated words, or mispronunciation makes comprehension impossible.
Vocabulary	A	Shows control of a wide range of the vocabulary taught in class and always uses this vocabulary appropriately.
	A-	Shows control of an adequate range of the vocabulary taught in class and most often uses this vocabulary appropriately.
	B	Some control of new vocabulary, but relies on fixed expressions/basic vocabulary or uses vocabulary inappropriately.
	C	Shows very limited control of the vocabulary taught, making discussion of related topics extremely difficult; OR not enough speech to evaluate.

	D-F	Shows no command of the vocabulary taught, making communication impossible.
Grammar	A	Shows consistent control of the structures taught in class and communication is never impeded.
	A-	Usually controls structures taught in class.
	B	Shows partial control of structures taught in class.
	C	Speech is very difficult to understand due to lack of control of structures taught; OR not enough speech to evaluate.
	D -F	Extreme lack of control of structures taught in class.
Role Plays & Interviews	A	Exchange is well-connected and appropriate to the topic and situation. Amount of time spent conversing is appropriate for the task assigned and the topic is adequately covered.
	A-	Exchange is usually well-connected and appropriate to the topic and situation.
	B	Speech is hesitant (e.g. frequent rephrasing, sentences left unfinished, long pauses). Several misunderstandings arise from mispronunciation of words or errors in intonation.
	C	Misunderstandings frequently occur between participants because discourse is not connected; or conversation is often inappropriate to topic or situation.
	D-F	Exchange is not connected (many non-sequiturs; speaker unable to hold up his/her end of the conversation); or conversation is entirely inappropriate to topic or situation.

Field Studies: You will participate in different field studies where you will interact with Spanish speakers and get to know real local traditions. It will be a unique opportunity for you to test your knowledge in real situations and get in touch with the Spanish society. The learning objective of these activities is to interact with your surroundings as well as to understand different intercultural behaviors in practical real life situations such as interviewing people, making a video news report or learning about Spanish food by actually attending a cooking class. After each field study, you will be asked to write a report about your personal experience in the field study and orally present it to the class based on the guidelines provided by the instructor. The following components of the field studies will be assessed: active participation during the field study (3%), content of written report (3%), and oral presentation (4%).

Final Oral Exam: You will work individually to develop a final presentation about a subject related to any of the different communicative environments covered in this course: social, professional or institutional environments. 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 and the rules of the presentation. Suitable examples are holding your view on a highly controversial subject, doing a photo or video presentation based on topics related to the Spanish society and culture. The criteria for assessing your performance will be those mentioned above: communicative success and adequacy, fluency and pronunciation, and vocabulary and grammar.

CEA Grading Scale				
Letter Grade	Numerical Grade Low Range	Numerical Grade High Range	Percentage Range	Quality Points
A+	9.70	10.00	97.0 - 100%	4.00
A	9.40	9.69	94.0 - 96.9%	4.00
A-	9.00	9.39	90.0 - 93.9%	3.70
B+	8.70	8.99	87.0 - 89.9%	3.30
B	8.40	8.69	84.0 - 86.9%	3.00
B-	8.00	8.39	80.0 - 83.9%	2.70
C+	7.70	7.99	77.0 - 79.9%	2.30
C	7.00	7.69	70.0 - 76.9%	2.00
D	6.00	6.99	60.0 - 69.9%	1.00
F	0.00	5.99	0 - 59.9%	0.00
W	Withdrawal			0.00
INC	Incomplete			0.00

### 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 (4 class sessions) 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.
- 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 Campus Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

### ceaClassroom: CEA's Moodle CMS

CEA instructors use the open source course management system (CMS) called Moodle that creates an interactive virtual learning environment for students and educators alike. This web-based platform provides you with 24/7 access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources directly related to your studies. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the many course learning objectives.

The ceaClassroom website is located here: <https://www.ceaClassroom.com/>

During the first week of class, the CEA academic staff and instructors will provide you with log-in information and corresponding passwords to access this site. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus that is projected on the first day of class, it is the class schedule on Moodle that is the definitive and official one, given that the instructor will be announcing updates and additions there and nowhere else. It is your

responsibility to ensure that you have access to all Moodle materials related to your course and that you monitor Moodle on a daily basis so as to be fully informed of required course assignments and any scheduling changes that might occur.

### **Required Reading**

Listed below are the required course textbooks and additional readings. Whether you buy your books from our locally affiliated merchants or whether you acquire these before arrival, you must have constant access to these resources for reading, highlighting and marginal note-taking. It is required that you have unrestricted access to each. Additional copies will be placed on reserve in the Academic Affairs office for short-term loans. Access to additional sources required for certain class sessions will be provided in paper or electronic format consistent with applicable copyright legislation. In addition, the Academic Affairs Office compiles a bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located in the host city and accessible to CEA students. You will be required to use these resources throughout your studies. Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

#### Textbook:

Acquaroni, Rosana, and Raquel Pinilla. *¡Bien dicho! Ejercicios de expresión oral*, Madrid: SGEL, 2005.

#### Additional Required Readings

You will find all required readings in Moodle.

Pease, Barbara. *¿Por qué los hombres no escuchan y las mujeres no entienden los mapas?* Barcelona: Amat, 2007, 30-39.

Sanz, Elena. *Somos lo que comemos*, from Cienciadigital.es in

<http://nutriguia.com/?id=200211270002;t=STORY;topic=art-arch>

Maidana, Susana. La dimensión ética del trabajo in <http://www.scielo.br/pdf/tce/>

Torrijos, Gloria., et. al. *España, ese tópico* in

[http://www.elpais.com/articulo/Revista/Verano/Espana/topico/elpepirdv/20080817elprdv\\_1/Tes](http://www.elpais.com/articulo/Revista/Verano/Espana/topico/elpepirdv/20080817elprdv_1/Tes)

#### Complementary Bibliography

Many of the following primary and secondary materials, articles and readings have been placed on reserve and are located in the CEA office resource center. The instructor will guide you on these readings.

Armenteros, Juan Carlos. *La España del siglo XX*, Madrid: Edelsa, 1999.

Bellón Alonso, Victor y Roncero Doña, Eugenio. *España, ayer y hoy. Apuntes de Lengua y Civilización Españolas*. Madrid: Edinumen, 1995.

Encinar, Ángeles. *Palabras, palabras. Vocabulario temático*, Madrid: Edelsa, 1991.

González Mangas, Gaspar, and et. al. *Técnicas de conversación telefónica*. Madrid: Edelsa, 1998.

Bueso, Isabel y Vázquez, Ruth. *Gramática básica del español*. Madrid: Edinumen, 1999.

Leonel Prymak, Sergio., et. al. *Vocabulario en movimiento*. Madrid: Edinumen, 2006.

López, Miguel Ángel. *Comprensión oral del español*. Madrid: Arco, 2002.

Martín Peris, Ernesto. *Vamos a ver... Para entendernos en español*, Madrid: Edelsa, 1984.

Mora, Carmen. *España Ayer y Hoy*, Madrid: SGEL, 2005.

Palencia, Ramón. *A la escucha. Comprensión auditiva*. Madrid: SM, 1994.

Poch Olivé, Dolors. *Fonética para aprender español: pronunciación*. Madrid: Edinumen, 1999.

Real Academia Española. *Diccionario del estudiante*. Madrid: Santillana, 2005.

Yagüe, Agustín. *Dan que hablar*. Madrid: Edinumen, 2006.

### **Online Reference & Research Tools**

Website of Club Cultura. You will find cultural information, the latest news and upcoming events related to music, cinema and literature, along with interviews and reviews:

<http://www.clubcultura.com/>

Website of Guía del Ocio. You will find information on upcoming cultural events, dates, and information about Spanish customs:

<http://www.guiadelocio.com/barcelona/>

Online dictionaries and Spanish grammar and vocabulary discussion forums:

<http://www.rae.es/> Diccionario de la Real Academia Española.

<http://wordreference.com>

Spanish online newspapers:

<http://www.elpais.com/>

<http://www.lavanguardia.es/>

<http://www.elmundo.es>

Centro virtual Cervantes: website including readings, vocabulary and grammar exercises

<http://cvc.cervantes.es/>

Websites including information about Barcelona: public libraries and workshops on Spanish gastronomy, dance and customs.

<http://www.bcn.es/biblioteques/>

<http://www.bcn.es/centrescivics/es/>

<http://www.bcn.es/>



# Conversational Spanish: Daily & Practical Uses

## Course Content

Session	Topic	Activity	Student Assignments
1	<p><b>Welcome</b></p> <ul style="list-style-type: none"> <li>- Course Objectives: <b>Syllabus</b></li> <li>- Outline of the students' expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Communication strategies: <i>Cuando hablo en español</i>, Textbook, p. 8</li> <li>• Resources for communication: <i>Voy a conocer este libro</i>, Textbook, p. 9</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What would you like to do this weekend?</i> Students make a detailed list of activities for the weekend.</li> <li>• Sharing information about spare time activities. <i>Para gustos no hay nada escrito</i>, Textbook, p. 12</li> </ul>
2	<p><b>Unit 1: Social environment</b></p> <ul style="list-style-type: none"> <li>- Expressing likes and preferences</li> <li>- A matter of opinion: How to hold views in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Making plans for this weekend: Let's explore the city. <i>Hablando de...</i> Textbook, p. 17</li> <li>• <i>Holding your view</i>, Textbook, p. 10</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Mi propia guía del ocio</i> Look for information on spare time activities in Barcelona and prepare a leaflet for your classmates. Check out the recommended links included in the bibliography</li> </ul>
3	<p><b>Unit 1: Social environment</b></p> <ul style="list-style-type: none"> <li>- Giving explanations</li> <li>- Making excuses</li> <li>- Giving advice</li> <li>- States of mind</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching of communication strategies to advice and show concern for or empathy with other people.</li> <li>• <i>Yo que tú...</i> Textbook, p. 14</li> <li>• <i>La cara es el espejo del alma</i>. Textbook, p. 16</li> <li>• Game: <i>Echarse los problemas a la espalda</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-activity for role play.</b> Read the magazine article that you will find in Moodle, become familiar with the problems that are explained on this section and the solutions provided by the advisor. Are you a sound advisor</li> </ul>

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4	<p style="text-align: center;"><b>Unit 1:</b> <b><i>Social environment</i></b></p> <ul style="list-style-type: none"> <li>- Placing a phone order.</li> <li>- Making, changing or cancelling reservations by phone.</li> <li>- Requesting for information.</li> </ul>	<ul style="list-style-type: none"> <li>• Offering, demanding and looking for help, information and services. <i>¿En qué puedo ayudarle?</i> (Listening). Textbook, p. 18-19</li> <li>• Role play: <i>On the air: a phone-in session.</i> Imagine that you are the broadcaster of a phone-in program, listen to the problems of your listener and give them advice</li> <li>• <i>Comprando entradas en el teatro</i> (Role play). Textbook, p. 18</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-activity for Oral Test 1 (News reporting).</b> Choose a piece of news from a Spanish newspaper in Moodle, read it and prepare a news report to present to your classmates</li> <li>• Linking words. Textbook, p. 20</li> </ul>
5	<p style="text-align: center;"><b>Unit 1:</b> <b><i>Social environment</i></b></p> <ul style="list-style-type: none"> <li>- Talking about the news of the world</li> </ul>	<p style="text-align: center;"><b>Oral test 1</b> <b><i>News reporting</i></b></p> <p>Students present the information that they got from a piece of news and answer questions from their classmates about the content.</p>	<ul style="list-style-type: none"> <li>• Vocabulary and idioms. Textbook, pp. 20 - 21.</li> </ul>
6	<p style="text-align: center;"><b>Unit 1:</b> <b><i>Social environment</i></b></p> <ul style="list-style-type: none"> <li>- Telling anecdotes and experiences</li> <li>- Reacting to new information</li> </ul>	<ul style="list-style-type: none"> <li>• <b>QUIZ 1</b></li> <li>• Talking about personal experiences. Textbook, p. 23</li> <li>• Learning how to sequence your ideas. Textbook, p. 25</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Sanz, E. <i>Somos lo que comemos</i>, from Cienciadigital.es (text uploaded in Moodle)</li> </ul>
7	<p style="text-align: center;"><b>Unit 2:</b> <b><i>Everyday life</i></b></p> <ul style="list-style-type: none"> <li>- Writing the shopping list</li> <li>- Talking about weights and measures</li> <li>- Talking about money using idioms</li> </ul>	<p style="text-align: center;"><b>Field Study 1</b> <b>Study Excursion to Spanish restaurant &amp; Cooking Lesson</b></p> <ul style="list-style-type: none"> <li>• Learning about Spanish gastronomy. Students will explore the kitchen of a Spanish restaurant and receive a lesson in Spanish on how to cook traditional dishes. Students will cook a couple of traditional dishes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Field Study post-activity:</b> Report on the study excursion (field study 1)</li> </ul>

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8	<p style="text-align: center;"><b>Unit 2:</b> <i>Everyday life</i></p> <ul style="list-style-type: none"> <li>- Asking for instructions.</li> <li>- Describing places.</li> </ul>	<ul style="list-style-type: none"> <li>• Students present their reports on the study excursion to the Spanish restaurant</li> <li>• Preparing a questionnaire: communication strategies. <i>¿Te puedo hacer una pregunta?</i> Textbook, p. 30</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-activity for Oral Test 2 (Survey reporting).</b> Students collect information from the recommended links included in Moodle about old and new habits of people in Barcelona.</li> </ul>
9	<p style="text-align: center;"><b>Unit 2:</b> <i>Everyday life</i></p> <ul style="list-style-type: none"> <li>- Talking about habits</li> </ul>	<ul style="list-style-type: none"> <li>• Students talk about their old and present habits. Textbook, p. 35.</li> </ul> <p style="text-align: center;"><b>Oral test 2</b> <b>Survey reporting</b></p> <ul style="list-style-type: none"> <li>• Students report their findings from a survey conducted about old and new habits of people in Barcelona and share thoughts with their classmates</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook, p. 32 (reading)</li> <li>• Grammar exercises in Moodle (<i>pretérito indefinido &amp; imperfecto</i>)</li> </ul>
10	<p style="text-align: center;"><b>Unit 2:</b> <i>Everyday life</i></p> <ul style="list-style-type: none"> <li>- Making and appointment with your doctor</li> <li>- Explaining your symptoms</li> <li>- Asking for some advice</li> </ul>	<ul style="list-style-type: none"> <li>• Role play: <i>Querría pedir una cita con la doctora González.</i> Textbook, p. 34.</li> <li>• Listening: <i>¿Seguro que te encuentras bien?</i> Textbook, p. 38</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-activity for the <i>¿Conoces el Feng Shui?</i> activity:</b> Students take some photographs of their apartment in Barcelona and think of how it could be redesigned. Review vocabulary and grammar to make comparisons and hold their views.</li> </ul>

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Session	Topic	Activity	Student Assignments
11	<p style="text-align: center;"><b>Unit 2:</b> <i>Everyday life</i></p> <ul style="list-style-type: none"> <li>- Looking for a new apartment</li> <li>- How to make comparisons in Spanish.</li> <li>- Making decisions and Arguing for and against them.               <ul style="list-style-type: none"> <li>- Ser or Estar + adjectives</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ¿Conoces el Feng Shui? Students express their impressions about Feng Shui, and apply the Feng Shui laws to redesign their apartment in Barcelona. Textbook, p. 33</li> <li>• Game: Students design their ideal house: <i>Hogar, dulce hogar.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Write a theme party invitation and do research on Spanish social traditions. Textbook, p. 43</li> <li>• Read the text on Spanish social traditions: Torrijos, Gloria., et. al. <i>España, ese tópico</i> in <a href="http://www.elpais.com/articulo/Revista/Verano/Espana/topico/elpepirdv/20080817elprdv_1/Tes">http://www.elpais.com/articulo/Revista/Verano/Espana/topico/elpepirdv/20080817elprdv_1/Tes</a> (uploaded in Moodle)</li> </ul>
12	<p style="text-align: center;"><b>Unit 3:</b> <i>Social environment</i></p> <p style="text-align: center;">Social conventions and rituals Expressions to apologize</p>	<ul style="list-style-type: none"> <li>• Debate on cultural misunderstandings: the Spanish-American experience. <i>Lo siento, ha sido sin querer.</i> Textbook, p. 44</li> <li>• <b>QUIZ 2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students write an apology letter using the expresions that they learned. Pág 45</li> <li>• <b>Pre-activity for the game <i>In their shoes</i>:</b> Students collect information on the Spanish folklore and clichés surfing the web. (Recommended link: <a href="http://ares.cnice.mec.es/folclore">http://ares.cnice.mec.es/folclore</a>)</li> </ul>
13	<p style="text-align: center;"><b>Unit 3:</b> <i>Social environment</i></p> <p style="text-align: center;">Requirements and orders</p>	<ul style="list-style-type: none"> <li>• Game: Students learn about the Spanish folklore by playing a role: In their shoes!</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming: think of clichés on Spanish society and culture.</li> <li>• Textbook, p. 46</li> </ul>
14	<p style="text-align: center;"><b>Unit 3:</b> <i>Social environment</i></p> <ul style="list-style-type: none"> <li>- Talking about personal experiences</li> <li>- Spanish expressions of frequency</li> </ul>	<ul style="list-style-type: none"> <li>• Debate on Spanish customs: breaking clichés. ¿Has visto algún toro por las carreteras? Textbook, p. 46</li> <li>• Deciding whether the following statements about Spanish culture are true or false. <i>Jugamos a ¿sí o no?</i> Textbook, p. 47</li> </ul>	<ul style="list-style-type: none"> <li>• Extra material: Write a letter with cultural mistakes telling your experiences and reflections during one of your trips.</li> <li>• Textbook, p. 47</li> </ul>

# Conversational Spanish: Daily & Practical Uses

## Course Content

Session	Topic	Activity	Student Assignments
15	<p><b>Unit 3:</b> <i>Social environment</i></p> <p>Expressing worries, wishes and hopes Que+ deseos</p> <p>To thank somebody for something using idiomatic expressions</p>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• a political speech: communication strategies to speak in public.</li> <li>• <i>Gracias por todo</i> Pág 48</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-activity for Oral Test 3 (Speech &amp; Interview).</b> Write the final draft of your speech on the worries, projects and hopes of young people. Prepare questions that you would like to ask a Spanish young person</li> <li>• Textbook, p. 49</li> </ul>
16	<p><b>Unit 3:</b> <i>Social environment</i></p> <p>- Speaking in public - Interviewing people</p>	<p><b>Oral test 3</b> <i>Speech &amp; Interview</i></p> <ul style="list-style-type: none"> <li>• Students deliver their speech on the worries, projects and hopes of young people.</li> <li>• Students interview a guest who represents Spanish young people</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Post-activity for Interview</b> Write a report on the interview conducted in class (session 16)</li> <li>• Textbook, p. 5</li> </ul>
17	<p><b>Unit 3:</b> <i>Social environment</i></p> <p>- Speaking on the phone - Leaving a message for someone - Reported speech</p>	<ul style="list-style-type: none"> <li>• Spanish telephone language: useful phrases and structures. <i>¡Vaya, está comunicando!</i> Textbook, p. 51</li> <li>• Listen to the messages on the answering machine and react <i>No quiero colgar</i> (listening), Textbook, p. 52</li> </ul>	<ul style="list-style-type: none"> <li>• Is our society sexist? Think of arguments to hold different views and prepare the debate for the next session.</li> <li>• <b>Reading:</b> Pease, Barbara. <i>¿Por qué los hombres no escuchan y las mujeres no entienden los mapas?</i> Barcelona: Amat, 2007. In Moodle.</li> </ul>
18	<p><b>Unit 3:</b> <i>Social environment</i></p> <p>- Strategies to argue : Giving the floor to somebody, refuting an argument, reaching an agreement.</p>	<ul style="list-style-type: none"> <li>• Debate on sexism. <i>¿Es o no es machismo?</i> Textbook, p. 53</li> <li>• <b>QUIZ 3</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-activity for Oral Test 4 (role play).</b> Prepare a role play based on a film scene (<i>Mujeres al borde de un ataque de nervios</i>, Pedro Almodóvar, 1988). Instructions and film scene in Moodle.</li> <li>• Vocabulary exercises. Textbook, p. 54</li> </ul>

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Session	Topic	Activity	Student Assignments
19	<p style="text-align: center;"><b>Unit 3:</b> <b><i>Social environment</i></b></p> <p style="text-align: center;">- Strategies to argue II : Intonation, pitch, rhythm, cadence and stress in Spanish</p>	<p style="text-align: center;"><b>Oral Test 4</b> <b><i>Role Play</i></b></p> <p style="text-align: center;">Role play: <i>Va de cine</i>. Textbook, p. 45</p>	<ul style="list-style-type: none"> <li>• <b>Pre-activity for Field Study 3.</b> Prepare a personal interview.</li> <li>• Textbook, p. 56</li> </ul>
20	<p style="text-align: center;"><b>Unit 3:</b> <b><i>Social environment</i></b></p> <p style="text-align: center;">- Sharing personal information -Talking about plans, likes and dislikes</p>	<p style="text-align: center;"><b>Field Study 2</b> <b>Language Exchange</b></p> <p style="text-align: center;">Students participate in a language exchange and interview their Spanish linguistic partner based on the interview they have previously prepared</p>	<ul style="list-style-type: none"> <li>• <b>Field Study post-activity.</b> Write a report on the Field Study 2: describe the profile of your linguistic partner, explain any information you exchanged, the topics you talked about, and how your experience was</li> </ul>
21	<p style="text-align: center;"><b>Unit 4:</b> <b><i>Professional environment</i></b></p> <p style="text-align: center;">-Talking about professional experience - strategies to write a successful CV in Spanish</p>	<ul style="list-style-type: none"> <li>• <b>QUIZ 4</b></li> <li>• Surf the web for job vacancies at the computer lab and write a CV in Spanish</li> <li>• Strategies to write a CV. Textbook, p. 60</li> </ul>	<ul style="list-style-type: none"> <li>• Read the classified ads section of a Spanish newspaper and decide which is the best job for you. Write a letter to apply for it.</li> <li>• <b>Pre-activity for role-play.</b> <i>Prepare your job interview.</i> Textbook, p. 61.</li> </ul>
22	<p style="text-align: center;"><b>Unit 4:</b> <b><i>Professional environment</i></b></p> <p style="text-align: center;">Preparing a job interview Talking about professional experience</p>	<ul style="list-style-type: none"> <li>• Role play: A job interview. <i>Trabajé de camarero el verano pasado</i>, Textbook, p. 62.</li> </ul>	<p><b>Pre-activities for the Oral Test 5 (Debate):</b></p> <ul style="list-style-type: none"> <li>• Read the following article in Moodle: Maidana, Susana. <i>La dimensión ética del trabajo</i>, from <a href="http://www.scielo.br/pdf/tce/">http://www.scielo.br/pdf/tce/</a></li> <li>• Reflect on the article. Make a list of similarities and differences between Spanish and American work ethics. Write down your opinions.</li> </ul>
23	<p style="text-align: center;"><b>Unit 4:</b> <b><i>Professional environment</i></b></p> <p style="text-align: center;">- Strategies to argue II : Expression for holding views, refuting an argument, reaching an agreement</p>	<ul style="list-style-type: none"> <li>• Textbook, p. 63</li> </ul> <p style="text-align: center;"><b>Oral Test 5</b> <b><i>Debate</i></b></p> <ul style="list-style-type: none"> <li>• Debate on the Spanish and American work ethics.</li> </ul>	<ul style="list-style-type: none"> <li>• Students surf the web to do a survey on the requirements to work in Spain.</li> <li>• Textbook, p. 66</li> </ul>

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### Course Content

Session	Topic	Activity	Student Assignments
24	<p style="text-align: center;"><b>Unit 4:</b> <b>Professional environment</b> Insisting and complaining How to reply to complains Expressing annoyance</p>	<ul style="list-style-type: none"> <li>Role play. Claiming what is rightfully yours. <i>Al borde de un ataque de nervios</i>, Textbook, p. 67.</li> </ul>	<ul style="list-style-type: none"> <li>Fill in a complaint form: in Moodle</li> <li>Textbook, p. 68</li> </ul>
25	<p style="text-align: center;"><b>Unit 4:</b> <b>Professional environment</b></p> <ul style="list-style-type: none"> <li>- Learning form past experiences</li> <li>- Talking about past events and memories</li> <li>- Discourse coherence</li> </ul>	<ul style="list-style-type: none"> <li>Let's talk about important life events: Interview with some senior people.</li> </ul>	<ul style="list-style-type: none"> <li><b>Pre-activity for Oral Test 6 (Photo presentation).</b> Take pictures that reflect how work and life in Barcelona differ from work and life in the U.S. Prepare the photo presentation.</li> </ul>
26	<p style="text-align: center;"><b>Unit 4:</b> <b>Professional environment</b></p> <ul style="list-style-type: none"> <li>- Coherence and cohesive relations</li> <li>- Sequencing ideas</li> <li>- Speech transitions</li> </ul>	<p style="text-align: center;"><b>Oral test 6</b> <b>Photo presentation</b></p> <ul style="list-style-type: none"> <li>Students show a number of photos they have taken and explain what these photos reflect</li> <li>Instructions to prepare a TV Report (field study 3)</li> </ul>	<p><b>Field Study (3) (outside class)</b> <b>Video-making: A TV Report</b></p> <ul style="list-style-type: none"> <li>In groups, think of several topics related to work and life in Barcelona</li> <li>Write a list of questions you would like to ask to Spanish people</li> <li>Plan a TV report</li> <li>Interview Spanish people and video-tape the interviews</li> <li>Finalize the TV report</li> </ul>
27	<p style="text-align: center;"><b>Unit 4:</b> <b>Professional environment</b> review</p>	<p style="text-align: center;"><b>Field Study 3: Post-activity</b></p> <p>TV report viewing and round-table discussion</p>	<ul style="list-style-type: none"> <li>Search on the web using the links in Moodle or visit any information point in the city to collect information on the following services in Barcelona: <i>Carné jove, Carné de biblioteca, Carné bicig</i></li> </ul>
28	<p style="text-align: center;"><b>Unit 5:</b> <b>Institutional environment</b></p> <ul style="list-style-type: none"> <li>- Collecting information</li> <li>- Learning how to fill in official documents</li> </ul>	<ul style="list-style-type: none"> <li>Sharing information on how to obtain <i>Carné jove, Carné de biblioteca, and Carné bicig</i> in Barcelona</li> <li>Learning where to find official information and how to fill in registration forms: <i>Rellene el impreso. ¿Qué hay que hacer para sacarse el título DELE?</i>. Textbook, p. 70</li> </ul>	<ul style="list-style-type: none"> <li>Fill in official forms to rent a flat in Barcelona.</li> <li>Textbook, p. 71-72</li> </ul>

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Session	Topic	Activity	Student Assignments
29	<p style="text-align: center;"><b>Unit 5:</b> <i>Institutional environment</i></p> <ul style="list-style-type: none"> <li>- Reporting a theft</li> <li>- Guideline to make a physical description</li> </ul>	<ul style="list-style-type: none"> <li>• Physical description. Textbook, p. 73-74</li> <li>• Game: <i>El retrato robot. Report a theft.</i> Describe an event in the eye-witness form of narration.</li> </ul>	Review in Moodle
30	Farewell	<b>FINAL ORAL EXAM</b>	Review all Class Readings & Course Materials