



Intermediate Conversational Spanish: Daily & Practical Uses

UNH Course Code: SPN211

Subject Areas: Spanish Language & Literature

Level: 200

Prerequisites: Beginning Spanish II or the equivalent of two semesters of college level Spanish instruction

Language of Instruction: Spanish

Contact Hours: 45

Recommended Credits: 3

DESCRIPTION

The purpose of this course is to improve your fluency at the intermediate level in order to interact more comfortably with the host community. Grammar foundations developed in your previous Spanish courses will be reviewed and new grammar structures introduced to develop stronger oral communication strategies.

As a student in linguistic immersion you have a unique opportunity to engage local people in order to increase both your linguistic and intercultural skills. Designed for students who have at least a beginning understanding of Spanish, this course offers a structured learning environment for directed study of Spanish phonetics and the acquisition of intermediate-level and action-based conversations appropriate to the immersion experience such as: discussing current topics and news, going to the doctor, planning a trip, giving opinions or advice, and accepting and refusing invitations. Over the course of the semester, you will hone your intermediate-level competencies in oral communication through an interactive and intercultural approach that will also enable you to further develop your personality and sense of identity in your communications and engage more deeply in the enriching experience of otherness in both language and culture.

Your goal, therefore, is to systematize competencies related to listening and oral production so as to effectively achieve acts of speech such as “talking about preferences”, “expressing feelings in specific situations”, and “explaining personal anecdotes and future expectations and plans”. This course also focuses on pronunciation to improve your accent. You will practice Spanish sounds improving your tone, intonation and rhythm. While vocabulary and grammatical competencies are not formal objectives in this course, reviewing them is a necessary step to making progress in this course. This course is also appropriate for students with greater writing and reading competence in Spanish but who are lacking equal proficiency in listening and speaking.

Conducted entirely in Spanish, this class requires daily preparation as well as a high level of personal engagement during class meetings. While the instructor does not expect you to understand every word said in class, you should listen/look for patterns and contextual clues to gain an overall understanding of the situation and meaning. Learning to achieve a general understanding from speech and text that you may not entirely understand is a powerful tool that will hone your ability to understand your environment as you navigate your way through Spanish-speaking cultures.

LEARNING OBJECTIVES

This course aims to develop receptive/listening, productive/oral and interactive language skills as well as intercultural competence. Objectives have been defined for each category.

Cognitive Skills:

Receptive/Listening & Reading Skills

- Improve listening comprehension through the exclusive use of Spanish in class and through a variety of communicative activities inside and outside the classroom
- Understand simple arguments, opinions, advice, reactions, hypothesis, future expressions and narrations of events in the past
- Understand everyday expressions

Productive/Oral & Writing Skills

- Progress in oral expression through presentations, role plays, interviews, debates and group discussions
- Produce oral texts to present yourself and your personal experiences
- Express your own opinion, someone else's opinion and give advice on a variety of topics
- Make hypotheses and express wishes and future plans
- Develop your use of idiomatic expressions
- Demonstrate a consolidated vocabulary to talk about a wide variety of topics ranging in difficulty (e.g., vocabulary related to feelings, health, relationships and family, cinema, free time, education, etc.)
- Practice pronunciation of a repertoire of words and phrases that can be understood by native speakers

Analytical Skills: Interactive/Conversational Skills

- Engage in communicative situations with a certain level of complexity in order to be able to express ideas, opinions, advice, hypotheses, feelings, reactions, hopes, and future plans
- Establish social contact by interacting with locals through periodical activities and field studies (e.g., language exchange)
- Ask and answer questions about different areas of the city and aspects of the Spanish and Catalan cultures
- Defend a point of view, refute an argument and reach an agreement
- Accept or refuse invitation and give excuses
- React to news, information and facts

Affective & Behavioral Skills: Intercultural Competence

- Increase awareness of cultural, social and historical issues in the host country through exposure
- Gain an insight into Spanish customs and style of life
- Learn about current cultural aspects of Spanish society such as the educational system or the diversity of the Spanish society
- Compare and analyze day to day experiences and communication patterns between the host and home culture and society

INSTRUCTIONAL FORMAT

Class will meet twice a week for 75 minutes. This is not a lecture class, and therefore you are expected to spend class time highly engaged in practical exercises in individual and group work.

This course has been designed around three thematic sections. The first section is about you (the student): his/her description, likes and dislikes, feelings, expectations and future plans. In the second section, you learn to speak, to debate and express your opinions in everyday topics such as cinema, TV, travel, etc. The third section allows you to maintain a conversation comparing your culture and society with the Spanish culture expanding on different topics.

This course includes; dialogues, interviews, presentations, groups work, role plays and debates that will shape the structure session by session. The class will also include preparatory work and you are expected to commit to at least 4 hours a week to self-study and homework. The methodology is primarily communicative; therefore 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 situations of 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 interact with the local community to learn about local culture, customs and social conventions by means of several required field studies, including a research excursion at the University of Barcelona and a language exchange with Spanish students. Participation and interaction are crucial in the dynamics of this course not only for practice, but also for linguistic reflection.

The course will include the following field studies:

- Field Study 1: Language Exchange
You will participate in a language exchange with Spanish students. You will talk about your interests and cultural aspects and learn Spanish expressions and vocabulary through several activities.
- Field Study 2: University of Barcelona
You will engage in field research at the University of Barcelona. You will be required to interview students in order to know about the Spanish students' daily life. This activity will give you the opportunity to compare Spanish educational system with your own.

Special Accommodations: If you require any special accommodations or have any special learning needs, please inform the instructor and the onsite academic affairs staff on the first day of class.

FORMS 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. Whether you plan to transfer letter grades back to your home institution or not, CEA expects that you will complete all graded assessment categories in each course in which you are enrolled. 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 (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of such work.

Workload Expectations: In conformity with CEA policy, all students are expected to spend at least two hours of time on academic studies outside of, and in addition to, each hour of class time.

Grade Disputes: 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](#).

Class Participation

10%

Homework	5%
Oral Exam 1: Past photography	10%
Oral Exam 2: Short Film	10%
Oral Exam 3: Vocabulary & Opinion	10%
Oral Exam 4: Debate	10%
Oral Exam 5: Vocabulary & Opinion	10%
Field Study 1: Language Exchange	10%
Field Study 2: University of Barcelona	10%
Final Oral Exam	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+ (8.40–8.99)
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 (6.00–6.99)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F (0–5.99)

Homework: You 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.

Oral Tests: You will work to develop 5 oral activities related to the different communicative topics covered in this course. Specifically, these activities will include the following activities: photo presentation, role playing, debate, and oral discussion in pairs and a small written assignment. The integration of new vocabulary, pertinent grammatical structures and standard language will be required. You will be required to adapt the vocabulary for the activities.

Field Studies: You will participate in different field studies where you will interact with Spanish speakers and get to know real locals. 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. You will be expected to interview people, talk or learn about Spanish culture by actually attending a Language exchange or research excursion at the University of Barcelona. After each field study, you will be expected to write a report about your personal experience in the field study. You will have to 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: The final exam has two parts: in the written part (50%), you must individually answer questions about the vocabulary learnt in class. For the oral activity, you must work in pairs and express their opinion on a topic related to a choice of the communicative sections covered in this course. 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 instructor will give you a handout with a list of possible topics. The criteria for assessing your performance will be as 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.

Arriving Late for Class: Consistently arriving late is disruptive and shows a lack of respect for instructor and fellow students. For persistent lateness, the instructor deducts percentage points from the total 20% earmarked for Participation as indicated in the syllabus. Missing a significant portion of one of your classes may constitute a full day's absence. If you arrive late due to serious and unforeseen circumstances, or if you must leave class early due to illness or emergency, you must inform the instructor. The instructor will determine if the amount of class time missed constitutes a full or partial absence.

Missing Examinations: Examinations will not be rescheduled except in cases of genuine emergencies. Pre-arranged travel or anticipated absence does not constitute an emergency situation. Authorizing make-up examinations is at the discretion of the Academic Dean.

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:

Lobón López, María José, López García, Gregoria and Ron Ron, Ana Isabel. *Expresión oral*. enClave-ELE, 2010.

ADDITIONAL READINGS:

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.

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

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.
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

On the 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/>

Intermediate Conversational Spanish: Daily & Practical Uses

Course Content

SESSION	TOPIC	ACTIVITY	STUDENT ASSIGNMENTS
1	Introduction & Syllabus Practical Spanish for Daily situations	<ul style="list-style-type: none"> • Onsite level test • Questionnaire on how to react to daily situations: <i>Situaciones</i> 	<ul style="list-style-type: none"> • Study adjectives related to personality, Textbook, p.6 ex.1.1. • <i>Yo soy...</i> Students write a detailed description of themselves (physical and personality).
2	Unit 1: “Nuestras relaciones con los otros” Describe yourself and your feelings Express likes and preferences Social situations	<ul style="list-style-type: none"> • Looking for your ideal partner: <i>Preguntas, preguntas</i>. Textbook, p. 9 • <i>Social rules</i>, Textbook, p. 11 	<ul style="list-style-type: none"> • <i>Mi compañero de clase</i>. After completing the test with your classmates, write a text describing him or her.
3	Unit 2: “Nuestros recuerdos y nuestras experiencias” Talk about past experiences and memories Talk about changes Anecdotes and reactions in the past	<ul style="list-style-type: none"> • Listening activity • <i>¡Obbbb!</i> Textbook, p. 12 • Tell us your stories. True or false? • In groups of 3: Discuss the most important moments of your life. Textbook, p. 5 	<ul style="list-style-type: none"> • Pre-activity for the presentation (test 1). • Write a story based on the photo provided in Moodle to be presented in class
4	Unit 3: “Nuestros sentimientos” Express emotions and feelings. React to news, information and facts Show agreement and disagreement Express wishes	<ul style="list-style-type: none"> • My feelings and your feelings about... Textbook, p. 18 • Test: <i>¿Con la cabeza o con el corazón?</i> Textbook, p. 20 • Competition (reactions to photographs) • Role play: <i>Un poco de teatro</i>. Textbook, p. 21 	<ul style="list-style-type: none"> • Textbook, p. 21 n. 2.

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5	Unit 4: “Nuestra salud” Describe your emotional states Health and illness Give advice	<ul style="list-style-type: none"> • Talk about health: <i>¡Ay, qué malito estoy!</i> Textbook, p. 24 • Role play: Health problems and recommendations and advice • Listening. Textbook, p.27 • Debate: Traditional or alternative medicine? Textbook, p.27-28. 	<ul style="list-style-type: none"> • Fill out a health questionnaire • Textbook, p.29.
6	Unit 5: “Nuestros planes y expectativas” Talk about your future plans Make predictions Give excuses	<ul style="list-style-type: none"> • Talk about your future. • Listening. Textbook, p.30 • Make predictions. Textbook, p.33 • Game: Fortune cookies 	<ul style="list-style-type: none"> • Activity in Moodle: My favorite photo
7	Oral test 1	<ul style="list-style-type: none"> • Oral test 1. Students present their photographs and talk about themselves 	<ul style="list-style-type: none"> • Spelling and phonetics: Write a list of 5 words with difficult pronunciation
8	Play with Phonetics: Work with sounds and intonation	<ul style="list-style-type: none"> • Spanish vs. American sounds • Role play: Play with intonation • Competition: Tongue Twisters 	<ul style="list-style-type: none"> • Activity in Moodle: Listen to sounds and complete assignment
9	Unit 6: “¡Viva el séptimo arte” Vocabulary about cinema Give your opinion about films Invitation to go to the cinema: Accept or refuse invitation and give excuses	<ul style="list-style-type: none"> • Students talk about their likes and dislikes. Textbook, p. 40-41. • Game: Guess films. Textbook, p.41. <i>¡Qué películón!</i> • Role play: Go to the movies. 	<ul style="list-style-type: none"> • Make a list of famous quotes from movies. Textbook, p.43.

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10	<p style="text-align: center;">Unit 6 (cont.) Vocabulary about cinema Give your opinion about films Invitation to go to the cinema: Accept or refuse invitation and give excuses</p>	<ul style="list-style-type: none"> • Play with mimics • Group discussion. Textbook, p.43 • Pre-activity: Short film (Choose the character, place and situation. Prepare the dialogue). 	<ul style="list-style-type: none"> • An adjective for each film. • Describe films with adjectives learnt in class.
11	<p style="text-align: center;">Oral test 2 Dramatic dialogue Students' videos</p>	<ul style="list-style-type: none"> • Oral test 2. <i>Students' video</i> viewing 	<ul style="list-style-type: none"> • Study travel vocabulary • Classify vocabulary in different categories
12	<p style="text-align: center;">Unit 7: “Los viajes” Vocabulary about travel Situations at the travel agency and at the hotel Give and ask for and advice Express an opinion</p>	<ul style="list-style-type: none"> • Listening. Textbook, p.44. • Our city. Students give recommendations about his/her city • Role play: At the travel agency. • Group discussion: Compare Spanish and American holidays. Textbook, p. 49 	<ul style="list-style-type: none"> • Reading: <i>Volar por un euro</i>. Textbook, p.49. • Prepare 5 questions about the reading for next class.
13	<p style="text-align: center;">Unit 8: “Los medios de comunicación” Vocabulary about media Express opinion and debate</p>	<ul style="list-style-type: none"> • Work with headlines. Textbook, p.51 • Role play: Watching TV programs • Debate on TV 	<ul style="list-style-type: none"> • Textbook, p.55. <i>Noticias curiosas</i>. • Prepare questionnaire for Field Study 1
14	<p style="text-align: center;">FIELD STUDY 1 Language Exchange</p>	<ul style="list-style-type: none"> • Students participate in a language exchange and interview their Spanish linguistic partner based on the interview they have previously prepared. 	<ul style="list-style-type: none"> • Post-activity for Field Study 1. Complete Language Exchange report

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15	<p>Unit 9: “Nuestro tiempo libre” Talk about free time Talk about preferences Oral presentations: vocabulary and expressions</p>	<ul style="list-style-type: none"> • Listening. Textbook, p.56 • Oral presentation about sports in your country. • Video viewing: “<i>El botellón</i>” • Reading. Textbook, p.60. • Group discussion based on video and reading 	<ul style="list-style-type: none"> • Reading: Textbook, p.59.
16	<p>Unit 10: “¿Vamos a picar algo?” Food vocabulary Describe meals Propose and react In the restaurant: Make a reservation, order or send back</p>	<ul style="list-style-type: none"> • Talk about typical dishes • My best recipe • Role play: at the restaurant • Group discussion: Compare Spanish and American eating habits 	<ul style="list-style-type: none"> • Complete activities for Section 2 review (available in Moodle)
17	<p>Oral test 3 Units 5-10</p>	<ul style="list-style-type: none"> • Review vocabulary, expressions and structures. • Oral test 3. 	<ul style="list-style-type: none"> • Questionnaire about Spain.
18	<p>Unit 11: “La sociedad actual” Vocabulary about today's society Express opinion Expressions to argue and debate</p>	<ul style="list-style-type: none"> • Listening. Today’s problems in Spain • <i>Las preocupaciones de la clase</i> • Role play: Politicians and citizens 	<ul style="list-style-type: none"> • Vocabulary exercise. Textbook, p.73.
19	<p>Unit 11 (cont.) Vocabulary about today's society Express opinion Expressions to argue and debate</p>	<ul style="list-style-type: none"> • Group discussion: Employment • Debate: The most promising profession • Listening and Oral presentation: Textbook, p.75. 	<ul style="list-style-type: none"> • Pre-activity for the test 4.
20	<p>Oral test 4 Debate</p>	<ul style="list-style-type: none"> • Oral test 4. Students debate about the best city to live in the USA. 	<ul style="list-style-type: none"> • Questionnaire about your place of birth.

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21	<p style="text-align: center;">Unit 12: “Personas diferentes, culturas diferentes” Express cause and consequence Cultural habits in Spain Explain cultural misunderstandings</p>	<ul style="list-style-type: none"> • Listening: Change of residence. Textbook, p.76. • Reading: Study in a foreign country. Textbook, p.77. • Group discussion: My experience in Barcelona. • Cultural misunderstandings: true or false? 	<ul style="list-style-type: none"> • Textbook, p.78 ex.n.3.
22	<p style="text-align: center;">Unit 13: “Educación” Past school experiences Compare past and present education Vocabulary about education</p>	<ul style="list-style-type: none"> • Group discussion: My first day of school • Compare the educational systems in Spain and USA. 	<ul style="list-style-type: none"> • Complete a questionnaire: <i>El español y yo</i>. Textbook, p.87.
23	<p style="text-align: center;">Unit 13 (cont.) (See session 22)</p>	<ul style="list-style-type: none"> • Reading and group discussion: <i>Los retos del idioma</i>. Textbook, p.85. • Listening. Textbook, p.86. • Role play: At the school 	<ul style="list-style-type: none"> • Pre- activity for field study 2: Write questions for the University Spanish students.
24	<p style="text-align: center;">FIELD STUDY 2: Field excursion at the Barcelona University</p>	<ul style="list-style-type: none"> • Onsite research at the University of Barcelona: facilities and students’ daily life. 	<ul style="list-style-type: none"> • Prepare post-activity for field study 2 presentations.
25	<p style="text-align: center;">FIELD STUDY 2 Oral presentation</p>	<ul style="list-style-type: none"> • Oral presentation: American and Spanish Education System. 	<ul style="list-style-type: none"> • The 5 best inventions in the history: Think and write the Spanish name.

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26	<p style="text-align: center;">Unit 14: “Desarrollo tecnológico” Analyze the changes in technology and their consequences Express hypothesis Describe objects and their uses</p>	<ul style="list-style-type: none"> • Group discussion: Life 100 years ago. Textbook, p.88. • Spanish inventions. • Group presentation. Textbook, p. 90. <i>Los inventos del mañana</i> • Vocabulary: Common presents. Textbook, p.91-92. 	<ul style="list-style-type: none"> • Activity in Moodle: Riddles
27	<p style="text-align: center;">Unit 15: “Somos así” Express opinion Vocabulary about of relationships and family</p>	<ul style="list-style-type: none"> • Reading and group discussion: relationships. Textbook p.96-97 • Video and role play: A Spanish wedding. • Debate on <i>Vacaciones en agosto</i>. • P.99 	<ul style="list-style-type: none"> • Review activities for units 11-15.
28	<p style="text-align: center;">TEST 5 Units 11-15</p>	<ul style="list-style-type: none"> • Review vocabulary, expressions and structures. • Oral test 5. In pairs, students talk about one topic worked on in class. 	<ul style="list-style-type: none"> • Complete the review dossier with activities for the final exam.
29	<p style="text-align: center;">FINAL REVIEW</p>	<ul style="list-style-type: none"> • Dossier correction 	<ul style="list-style-type: none"> • Final Review: Review all class readings & course materials
30	<p style="text-align: center;">Farewell & Final Oral Exam</p>	<p style="text-align: center;">FINAL ORAL EXAM</p>	<p style="text-align: center;">FINAL ORAL EXAM</p>