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Intermediate Spanish I

UNH Course Code: SPN201

Subject Area: Spanish Language & Culture

Level: 200

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

Language of Instruction: Spanish

Contact Hours: 45

Recommended Credits: 3

Description:

This intermediate course works to improve the four basic skills: reading, speaking, writing and understanding through direct exposure to Spanish language and culture. After reviewing basic grammar and vocabulary, you will be exposed to new and more complex grammar and communicative structures so that you will have more opportunities for interacting accurately and expressively with the host community.

The course combines several integrated approaches intended to develop your skills. Most in-class time, driven by the structure of the textbook and accompanying materials provided by your professor, 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 varied materials such as newspaper articles, advertising material 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.

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 basic grammar and lexical structures, but the growing ability to conduct relatively demanding conversations to express personal ideas and opinions, hypothesis, commands and future projects, and to be able to write short texts that clearly and simply relate personal experiences, impressions and opinions.

Several class sessions will involve simple group discussions and debates on current topics, thus increasing the possibilities for developing the skills of self-expression. Particular attention will be devoted to expressing individuals' and other people's ideas and to synthesizing information and opinions.

Learning Objectives:

- to consolidate and build on your grasp of the main grammar and lexical structures of the language
- to expand your basic vocabulary to a wider variety of registers
- to develop your use of idiomatic expressions
- to improve listening comprehension through the exclusive use of Spanish in class and through a variety of communicative activities inside and outside the classroom
- to enhance oral proficiency by engaging in communicative situations with a certain level of complexity in order to be able to express ideas, opinions, commands, advice, hypothesis, and future plans
- to progress in reading comprehension through periodical reading assignments and related activities
- to improve writing proficiency through a variety of written assignments, such as narrating a plot, relating personal experiences, describing the surroundings, expressing own or someone else's opinion, or writing about events in the past
- to increase awareness of cultural, social and historical issues in the host country

Instructional Format:

Class meets twice a week for 90 minutes. Class time is devoted predominantly to speaking and practicing Spanish. Classroom activities are devoted to speaking Spanish, and reading and discussing real-life Spanish material such as song lyrics and advertising slogans. As particular emphasis is placed on your foreign surroundings, you will learn about the language through assignments and on-site activities, such as visiting the market or asking for directions in the streets. 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%
Quizzes	10%
Tests	20%
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 7.40-7.69
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 behavioural 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. 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.

Field Studies (10%): You will participate in two activities outside class where you will interact with Spanish speakers. The learning objective in 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 (175-200 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 the 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.

Quizzes (10%): Unannounced quizzes will be administered at the beginning of class at any point during the semester. The quizzes may be for listening comprehension, reading comprehension, grammar, vocabulary, or culture. The idea is 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.

Tests (20%): 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. Two tests will be administered throughout the semester. There will be no make-up tests.

Final Oral Activity (10%): Students will work 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.

Monitoring Progress:

Your progress will be constantly monitored during the semester, and feedback will be offered throughout. Furthermore, your instructor is available to meet you after class by appointment when necessary.

Required Readings:

The readings and 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. 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.quediarario.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	Bienvenidos	<ul style="list-style-type: none"> - ¡Vamos a conocernos! - La música nos relaciona: a partir de diversas actividades interactivas los estudiantes se conocerán unos a otros 	<ul style="list-style-type: none"> • Revisión • Redacción: ¿Por qué <i>Study Abroad</i> en Barcelona?
2	<p>La clase de español Presentación del curso Exposición de los objetivos de los estudiantes con el estudio de este curso Conocimientos de los estudiantes sobre la cultura española</p>	<ul style="list-style-type: none"> - Iguales o diferentes. Clases en España vs. clases en Estados Unidos - Batalla naval (Presente de indicativo) - Te doy una canción: <i>Esa soy yo</i>. (Repaso de presentes) 	<ul style="list-style-type: none"> • Revisión de los presentes regulares e irregulares. • Revisión de los artículos • Lectura: “El español de la clase” <i>Aula 3</i>, pág. 8
3	<p>¿Me dejas..? Las peticiones y sus diferentes niveles de formalidad Pedir un favor, justificarse, agradecer</p>	<ul style="list-style-type: none"> - ¿Me prestas 5€? <i>Aula 3</i>, pág. 59 - ¿Me pasas el periódico? <i>Aula 3</i>, pág. 60: trabajo colaborativo en el que a través de muestras reales de lengua el estudiante es capaz de deducir el funcionamiento las estructuras de esta unidad - No hay de qué - Peticiones <i>Aula 3</i>, pág. 60 	<ul style="list-style-type: none"> • Más ... <i>Aula 3</i>, pág. 102 • Texto inadecuado <i>Aula 3</i>, p.63: después de comentar los diferentes grados de formalidad en español los estudiantes reescribirán una carta
4	<p>¿Puedo pasar? Consolidación de las estructuras de permiso, petición, justificación. Repaso de las estructuras estudiadas</p>	<ul style="list-style-type: none"> - Es que... <i>Aula 3</i>, pág. 60 - En un vagón de tren <i>Aula 3</i>, pág. 62: a partir de una imagen los estudiantes imaginan que están en un tren haciendo diferentes peticiones en grupos de cuatro. - ¿Cómo lo dices? <i>Aula 3</i>, pág. 63: role play de diferentes situaciones (pedir, justificar, agradecer, etc.) - Quiz 1 	<ul style="list-style-type: none"> • Más... <i>Aula 3</i>, pág. 103 • Revisión de pronombres posesivos. • Lectura: “Vos sos española” <i>Aula 3</i>, pág. 64

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5	<p>¿Qué tal conoces a los españoles? Profundizar en las convenciones sociales y culturales de España La impersonalidad (uso de “se”) La habitualidad (<i>Es+normal/raro... +infinitivo, soler+ inf.</i>) Cuantificadores/Indefinidos (todo el mundo, la mayoría (de), muchos, algunos....)</p>	<p>- Conclusiones sobre las similitudes y diferencias entre las convenciones sociales y las costumbres españolas y las de otros países - Lectura: “Cómo sobrevivir en España y no morir en el intento” <i>Aula 3</i>, pág. 18 - Self guided activity: <i>Rompiendo tópicos</i></p>	<ul style="list-style-type: none"> • Más... <i>Aula 3</i>, pág. 92-93 • Costumbres <i>Aula 3</i>, pág. 20 • Lectura: “Lo que más me gusta de mi trabajo” <i>Aula 3</i>, pág. 20
6	<p>Volver a empezar Las perífrasis verbales (llevar-gerundio, empezar+a+infinitivo, acabar+de+infinitivo...) Pret. perfecto Forma Hablar de experiencias Pasado reciente Ya / <i>Todavía no</i> + Pretérito perfecto</p>	<p>- Promoción del 87 <i>Aula 3</i>, pág. 10 - Mis compañeros y yo <i>Aula 3</i>, pág. 15: práctica lúdica de perífrasis buscando compañeros afines a partir e un cuestionario realizado previamente por los estudiantes</p>	<ul style="list-style-type: none"> • Práctica perífrasis verbales con ejercicios extra • Más... <i>Aula 3</i>, pág.90 • Lectura: “Época de cambios” <i>Aula 3</i>, pág. 12
7	<p>Volver a empezar Marcadores temporales: <i>hace, desde hace, desde, desde que</i> Duración de una acción Inicio de una acción Localización de una acción en el tiempo Hablar de hábitos en el presente y en el pasado</p>	<p>- Contrato indefinido <i>Aula 3</i>, pág. 12: reflexión gramatical de las expresiones temporales - ¿Cuidas a tus amigos? <i>Aula 3</i>, pág. 14: los estudiantes a través de un cuestionario para conocer cómo es la relación con sus amigos. Después de una puesta en común se les propone el <i>juego de las sillas</i></p>	<ul style="list-style-type: none"> • Entrega de Rompiendo Tópicos • Redacción 1 • Lectura: “Vidas especiales” <i>Aula 3</i>, p. 14 “¿Qué has hecho desde que has llegado a Barcelona? ¿Qué te queda por hacer?”

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8	¿Alguna vez...? Consolidación del pretérito perfecto Hablar de experiencias	- La entrevista de trabajo - Elección del candidato ideal <i>Aula 3</i> , pág. 15 - Quiz 2	<ul style="list-style-type: none"> • Elaborar la biografía de un posible candidato a un puesto de trabajo <i>Aula 3</i>, pág. 15 • Lectura: “Lenguas en contacto” <i>Aula 3</i>, pág. 16
9	Antes y ahora El pretérito imperfecto: antes vs. ahora Morfología y usos	- España en la época de Franco <i>Aula 3</i> , pág. 26: a partir de antiguos titulares de periódico se pretende que los estudiantes conozcan algo más una parte de la historia española y familiarizarse con el imperfecto de indicativo - Grandes inventos de la historia <i>Aula 3</i> , pág. 28	<ul style="list-style-type: none"> • Más ... <i>Aula 3</i>, pág. 94 • Lectura: “Historia de España” <i>Aula 3</i>, p. 32
10	Antes y ahora Continuación usos del pretérito imperfecto: Hábitos en pasado La descripción de personas, lugares y circunstancias	- Cuando tenía 10 años <i>Aula 3</i> , pág. 30: los estudiantes, por grupos, imaginan como era el/la profesor/a cuando tenía 10 años - A los 18 años, <i>Aula 3</i> , pág. 28 - Viaje al pasado <i>Aula 3</i> , pág. 31: en grupos de tres eligen una época de la historia en la que les gustaría haber vivido justificando la elección (cómo era la vida entonces, qué cosas había, qué se hacía...)	<ul style="list-style-type: none"> • Más ... <i>Aula 3</i>, pág. 95 • Lectura: “Las fotos de la abuela” <i>Aula 3</i>, pág. 28 • Preparación para Examen 1
11	Examen 1	Repaso previo al examen de los contenidos de sesiones anteriores	<ul style="list-style-type: none"> • Lectura: “Países de habla hispana” <i>Aula 3</i>, pág. 116-119

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12	Conoce la ciudad I: El raval	Estudio de campo 1: Gymkhana. En parejas descubrirán los secretos y rincones mejor guardados de uno de los barrios más emblemáticos de Barcelona	<ul style="list-style-type: none"> • Postactividad Estudio de campo II. (Impresiones y reflexión sobre la visita al Raval)
13	Momentos especiales Pretérito indefinido regular e irregular (forma)	- Crucigrama de indefinido - La gran mentira: el profesor explica tres acontecimientos curiosos de su vida siendo uno de ellos mentira. Los estudiantes a través de preguntas usando los pasados deberán descubrir cuál es la mentira	<ul style="list-style-type: none"> • Más... <i>Aula 3</i>, pág. 101: Sistematización del pretérito indefinido • Lectura: “Deportistas de élite” <i>Aula 3</i>, pág. 56
14	Momentos especiales Secuenciar acciones Relatar en pasado Marcadores temporales	- Un día en la historia <i>Aula 3</i> , pág. 50 – El pastel de cumpleaños (act. propuesta desde el libro del profesor): ordenar una anécdota por grupos - El misterio de Sara P <i>Aula 3</i> , pág. 55: recrear una historia usando conectores	<ul style="list-style-type: none"> • Más... <i>Aula 3</i>, pág. 100 • Lectura: “Leyendas urbanas” <i>Aula 3</i>, pág. 54

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15	Momentos especiales Contraste de pasados (indefinido vs imperfecto)	-Quiz 3 - El amor de tu vida - ¡A jugar!: <i>Trivial</i> de pasados. Con este juego los estudiantes crean sus propias preguntas en pasado (historia, arte, literatura, ciencias, cultura española, etc.) sistematizando de una forma lúdica el uso de los pasados	<ul style="list-style-type: none"> • Entrega del estudio de campo 1 • Más... <i>Aula 3</i>, pág.101 • Lectura “¡Qué corte!” <i>Aula 3</i>, pág. 54
16	Momentos especiales Contraste indefinido vs imperfecto Contar las circunstancias que rodearon una acción	- Momentos <i>Aula 3</i> , pág. 55: explicar de forma abierta anécdotas del pasado de los estudiantes - Te doy una canción: Amaral (práctica de pasados) - Actividades de contraste de pasados	<ul style="list-style-type: none"> • Redacción 2 Explica un momento especial de tu vida • Lectura: “Misterio en el parque” <i>Aula 3</i>, pág. 52
17	Lo pasado , pasado está Consolidación de pasados	- Titulares de periódico <i>Aula 3</i> , p. 54: a partir de un collage de titulares, crearán sus propias noticias - Noticiero de la clase de español - Contando historias	<ul style="list-style-type: none"> • Revisión de los pasados

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18	<p>¿Qué será será...? Introducción al futuro Hacer hipótesis: <i>depende, probablemente,...</i></p>	<p>- Un futuro difícil <i>Aula 3</i>, pág. 66: introducción al futuro imperfecto - El futuro está en tus manos: simulación de la lectura de las manos - Hipótesis con anuncios publicitarios</p>	<ul style="list-style-type: none"> • Más ... <i>Aula 3</i>, pág. 104 • Palabras derivadas • Lectura: “El año personal” <i>Aula 3</i>, pág. 67
19	<p>¿Qué será será...? Hablar del futuro Expresar una condición: <i>Si + presente + futuro</i></p>	<p>- La galleta de la suerte <i>Aula 3</i>, pág. 70 - Cómo imaginas que será tu compañero... - ¿Qué crees que hará? <i>Aula 3</i>, pág. 70 - Quiz 4</p>	<ul style="list-style-type: none"> • Más ... 105 • El futuro de Carlos. • Lectura: “El desamor” <i>Aula 3</i>, pág. 72
20	<p>Conoce la ciudad II: Gràcia</p>	<p>Estudio de campo 2: en parejas descubrirán los secretos y rincones mejor guardados de uno de los barrios más emblemáticos de Barcelona</p>	<ul style="list-style-type: none"> • Postactividad Estudio de campo 2 (Impresiones y reflexión sobre la visita a Gràcia)
21	<p>Examen 2</p>	<p>Repaso de los contenidos de sesiones anteriores</p>	<ul style="list-style-type: none"> • Lectura: “Nuevas formas de comunicarse” <i>Aula 3</i>, pág. 48
22	<p>Busque y compare El imperativo afirmativo y negativo. Uso y formas</p>	<p>- La publicidad <i>Aula 3</i>, pág. 34 - Eslóganes <i>Aula 3</i>, pág. 36: por medio de muestras reales del español y de imágenes publicitarias los estudiantes se acerca a la forma del imperativo - El club de la clase de español. Inventan las normas para acceder al supuesto club con las estructuras del imperativo</p>	<ul style="list-style-type: none"> • Instrucciones <i>Aula 3</i>, pág. 38 (B) • Más... <i>Aula 3</i>, pág. 96 • Redacción 3 ¿Cómo será Barcelona dentro de 20 años? (Encuesta ciudadana)

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23	<p style="text-align: center;">Busque y compare Dar instrucciones, órdenes y consejos. Los pronombres de OD. Está prohibido (recuperación de contenidos de la unidad 2)</p>	<ul style="list-style-type: none"> - Consejos a un amigo - Robots muy obedientes <i>Aula 3</i>, pág 38 - Ordénalo por favor <i>Aula 3</i>, pág. 38: a partir de una imagen los estudiantes deberán dar órdenes a un compañero de piso imaginario - Receta de cocina: práctica del imperativo con una receta típica española 	<ul style="list-style-type: none"> • Las normas en el museo, en el trabajo, etc. • Más... <i>Aula 3</i>, pág.97 • Entrega del estudio de campo 2
24	<p style="text-align: center;">Busque y compare Consolidación del Imperativo. El imperativo para persuadir.</p>	<ul style="list-style-type: none"> - Una pausa para la publicidad <i>Aula 3</i>, pág. 39 - Debate: la publicidad española vs la estadounidense 	<ul style="list-style-type: none"> • Ejercicios de refuerzo pronombres OI / OD e imperativos • Lectura: “Cien años de publicidad” <i>Aula 3</i>, p. 40
25	<p style="text-align: center;">Busque y compare Diseño de una campaña publicitaria</p>	<ul style="list-style-type: none"> - Una campaña publicitaria <i>Aula 3</i>, p. 39: comentan con sus compañeros una campaña publicitaria que les guste y a continuación, en grupos, crean la suya propia 	<ul style="list-style-type: none"> • El anuncio favorito de los españoles (encuesta)

Intermediate Spanish I

Course Content

Session	Topic	Activity	Students Assignments
26	Va y le dice... Recursos para narrar: de repente, entonces, al final, etc. Vocabulario de cine Los pronombres de OD y OI	- ¿Qué ponen hoy? <i>Aula 3</i> , pág. 75: comentario del contenido televisivo en España con una muestra real - ¿Qué haces cuando...? <i>Aula 3</i> , pág. 76: actividad controlada para practicar la posición de los pronombres de OD y OI. - La herencia de tu tía lejana <i>Aula 3</i> , pág. 107: juego para consolidar el uso de los pronombres - Quiz 5	<ul style="list-style-type: none"> • Más... <i>Aula 3</i>, pág.106-107 • Preparar presentaciones orales • Lectura: “¡Qué bueno!” <i>Aula 3</i>, pág. 80
27	La caja de los recuerdos	Presentaciones orales I: Como tema de presentación final se les pide a los estudiantes que reúnan entre 6 y 9 objetos que representen su estancia en Barcelona. A partir de estos objetos explicarán a sus compañeros su experiencia en la ciudad	Preparar examen final
28	La caja de los recuerdos	Presentaciones orales II	Preparar examen final
29	Repaso de todos los contenidos del curso	Despedida Revisión para el examen final	Preparar examen final
30	Examen final		