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| **Minor Award Name** | **Spanish** |
| **Minor Award Code** | **5N1630** |
| **Level** | **5** |

**Suggested resources to support delivery:**

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| **Theme/Topic** | **Type** | **Relevance** | **Author/Source** | **Web Link** |
| **Awareness of Spanish and Spanish American society and culture and current affairs** | Webpage  Audio and video files | Videos and listening exercises focusing on Spanish and Spanish American culture, labelled by topic. Each video includes a link to transcription.  Tutors can use listening materials to further students’ awareness of multiple aspects of Spanish and Spanish American culture at the same time as they practice their listening comprehension skills using authentic audio and video material. | www.ver-taal.com | <http://www.ver-taal.com/cultura.htm> |
| Webpage  Audio and video files | Archive of Spanish video and audio news items with online listening exercises, including solutions.  Tutors can use listening materials to further students’ awareness of Spanish current affairs at the same time as they practice their listening comprehension skills using authentic audio and video material. | www.ver-taal.com | <http://www.ver-taal.com/telediario.htm> |
| Webpage  Audio and video files | Spanish and Latin American video and audio ads with online listening exercises, including solution and transcriptions.  Ads often reflect social and cultural differences of Spanish-speaking cultures of interest to learners. Use of short authentic video and audio files to improve language skills is very useful to learners as they will face situations where short messages are relayed at a natural speed. | [www.ver-taal.com](http://www.ver-taal.com) | <http://www.ver-taal.com/anuncios.htm> |
| Webpage  PDF | “Tïpico y tópico”: This activity is designed to explore various aspects of Spanish culture as perceived by visitors from different countries. It includes video and reading material to further students’ understanding of cliches regarding Spain and to allow them to explore how tourists experience Spanish culture. This activity is 2 hours long and will provide opportunities to practice reading and listening comprehension as well as oral production. Activity can be adapted by tutors to suit the needs of their students. | <http://bscw.rediris.es/pub/bscw.cgi/617947?client_size=1440x710>  (Pilar Ordín) | <http://bscw.rediris.es/pub/bscw.cgi/617947?client_size=1440x710>  (activities on this website are organised alphabetically: scroll down to “Típico y tópico” and press on link. The activity will be displayed on a separate tab as a PDF.) |
| Webpage  ZIP folder | “Bares, gestos y splunge”: this activity uses a comic video which showcases gestures used by Spaniards in bars. Activities provided for two levels (intermediate and advanced) where students fill in the gaps with the words the body language in the video refers to.  Tutors can use this video to introduce students to the importance of gestures in Spanish communication as well as to get them to see bars as a key place for social interaction in Spanish culture. | <http://bscw.rediris.es/pub/bscw.cgi/617947?client_size=1440x710>  (Nuria de la Torre) | <http://bscw.rediris.es/pub/bscw.cgi/617947?client_size=1440x710>  (Scroll down to very bottom of this website and press link to download ZIP folder with all materials.) |
| **Socio-cultural courtesies (forms of address)** | Unit in book | Unit 2 How to address others in Spanish:  This unit will highlight the major differences in forms of address in Spain and Spanish-speaking countries. | Prisma A1  (Equipo Prisma, Editorial Edinumen) | <https://www.edinumen.es/index.php?page=shop.browse&category_id=46&option=com_virtuemart&Itemid=4&vmcchk=1&Itemid=4> |
| Webpage  PDF | An exercise where students have to transform sentences from the informal treatment “tú” and “vosotros” to “usted/es”. Followed by exercises to practice the use of Direct and Indirect object pronouns. | wordpress.com | <https://espanyolperestrangers.files.wordpress.com/2012/10/pronombres.pdf> |
| **Spanish customs and norms** | Unit in book | Unit 8 Spanish customs:  An introduction to various Spanish customs to build up students’ awareness of Spanish society. | Prisma B1  (Equipo Prisma, Editorial Edinumen) | <https://www.edinumen.es/index.php?page=shop.browse&category_id=190&option=com_virtuemart&Itemid=4> |
| Unit in book | Unit 5 Time, customs and stereotypes about Spain and the Spanish people. | Prisma A1  (Equipo Prisma, Editorial Edinumen) | <https://www.edinumen.es/index.php?page=shop.browse&category_id=46&option=com_virtuemart&Itemid=4&vmcchk=1&Itemid=4> |
| Unit in book | Unit 6 Bars in Spain, gestures used in bars in Spain | Prisma A2  (Equipo Prisma, Editorial Edinumen) | https://www.edinumen.es/index.php?page=shop.product\_details&category\_id=181&flypage=flypage.tpl&product\_id=560&option=com\_virtuemart&Itemid=4 |
| Webpage  PDF | “Los hábitos de la comida española más extraños para un británico”: This reading comprehension activity centres on aspects of Spanish eating habits and customs that may seem peculiar to British (and by analogy Irish) people visiting Spain.  This simple reading comprehension activity will further students’ understanding of Spanish eating customs and provide material for a short discussion in class. | <https://drive.google.com/file/d/0Bwd9pONiphu0Z1BaMHZ5dzRld0U/view>  (Author unknown) | https://drive.google.com/file/d/0Bwd9pONiphu0Z1BaMHZ5dzRld0U/view |
| **Spanish society and culture** | Unit in book | Unit 10 Regional differences in Spain. Challenging stereotypes about Spain: One of the most striking and unique aspects of Spanish culture and society is the heterogeneity of regional culture. This unit can be used to introduce this interesting feature to learners. | Prisma A1  (Equipo Prisma, Editorial Edinumen) | <https://www.edinumen.es/index.php?page=shop.browse&category_id=46&option=com_virtuemart&Itemid=4&vmcchk=1&Itemid=4> |
| **Standard vocabulary including everyday terms** **and topics and those related to familiar areas of interest and/or work** | Webpage  PDF | Extensive series of activities centring on employment and the workforce. Activities cover oral production, reading comprehension and vocabulary acquisition.  These activities will prove very useful when building work-related vocabulary and expressions to be used in authentic situations, including job interviews. Tutors can select the most relevant to the needs of their class. | [wordpress.com](https://espanolparainmigrantes.files.wordpress.com)  (various authors) | <https://espanolparainmigrantes.files.wordpress.com/2011/01/las-profesiones-y-el-trabajo.pdf> |
| Webpage  PDF | “Vegetarian@s sin fronteras”: An activity designed to build vegetable and fruit vocabulary.  Learners will practice listening and speaking skills as well as reading and writing and will interact with classmates using the target language to play an entertaining game designed to build vocabulary. | <http://bscw.rediris.es/pub/bscw.cgi/617947?client_size=1440x710>  (Agustín Yagüe) | <http://bscw.rediris.es/pub/bscw.cgi/d3164723/VEGETARIAN@S%20SIN%20FRONTERAS.%20VERDURAS.pdf> |
| **Use of conventions of grammar and syntax in a range of social and or work-related contexts and situations** | Webpage  PDF | “Busca a alguien que…”: Ice-breaker activity that makes students interact with each other orally the first day of class.  An entertaining and active way to break the ice on the first day of class and reinforce the use of Spanish to communicate with peers in the class. | <http://www.rutaele.es>  (Adriana Repila Ruíz) | <http://www.rutaele.es/wp-content/uploads/2013/10/R6_FUERA-DE-JUEGO_Busca-a-alguien-que_ARR_A2B.pdf> |
| Wepage | “Un curso de español”: Online exercise where students have to piece together parts of a conversation aimed at booking a Spanish course on the phone.  Once learners are finished, the dialogue can be used in class to provide a short piece for role play. | <http://www.todo-claro.com> | <http://www.todo-claro.com/English/intermediate/situations/En_el_curso/Seite_1.php> |
| Webpage | “En la estación de trenes”: Online exercise where students have to piece together parts of a conversation aimed at buying a ticket to travel to Madrid by train.  Once learners are finished, the dialogue can be used in class to provide a short piece for role play. | <http://www.todo-claro.com> | <http://www.todo-claro.com/English/beginners/situations/En_el_tren/Seite_1.php> |
| Webpage | “En la consulta médica”: Online exercise where students have to piece together a conversation at the doctor’s.  Once learners are finished, the dialogue can be used in class to provide a short piece for role play. | <http://www.todo-claro.com> | <http://www.todo-claro.com/English/intermediate/situations/Consulta_medica/Seite_1.php> |
| Webpage | “En la farmacia”: Online exercise where students have to piece together a conversation at the pharmacy.  Once learners are finished, the dialogue can be used in class to provide a short piece for role play. | <http://www.todo-claro.com> | <http://www.todo-claro.com/English/intermediate/situations/En_la_farmacia/Seite_1.php> |
| Webpage | “De Erasmus II: busco piso”: This activity centres on developing communicative abilities to look for accommodation in Spain.  Students will develop vocabulary and expressions connected to the rental market in Spain and further their speaking, listening and reading comprehension skills. | <http://cvc.cervantes.es/aula/didactired>  (Lourdes Rodríguez Juan) | <http://cvc.cervantes.es/aula/didactired/anteriores/marzo_12/26032012.htm> |
| Webpage | “Comprar con criterio”: a multi-purpose activity that centres on shopping habits in Spain. This activity can also be used to introduce the imperative to students. | <http://cvc.cervantes.es/aula/didactired>  (Nikolina Dimitrov y Lourdes Rodríguez Juan) | <http://cvc.cervantes.es/aula/didactired/anteriores/junio_10/14062010.htm> |
| **.Formal correspondence, curriculum vitae, job application and interview** | Website | United States Department of Labor website for Hispanic job seekers that offers examples of CV’s and job application letters with explanatory diagrams | <https://www.bls.gov>  (United States Department of Labor) | <https://www.bls.gov/es/ooh/about/resumes-spanish.htm> |
| Webpage | An activity designed to get students to create their own CV and write a job aplication letter in Spanish. Students will access and work with Spanish job seekers’ websites. | <http://cvc.cervantes.es/aula/didactired>  (Marga Jiménez Mora) | <http://cvc.cervantes.es/aula/didactired/anteriores/septiembre_00/08092000.htm> |
| Webpage | First part of an activity designed to prepare students to do a job interview in Spanish. | <http://cvc.cervantes.es/aula/didactired>  (Amparo Mossá Porcar) | <http://cvc.cervantes.es/aula/didactired/anteriores/abril_05/18042005.htm> |
| Webpage | Second part of an activity designed to prepare students to do a job interview in Spanish. | <http://cvc.cervantes.es/aula/didactired>  (Maximiliano Alcañiz García) | <http://cvc.cervantes.es/aula/didactired/anteriores/noviembre_06/27112006.htm> |
| **Reading skills; gathering information from a range of social-cultural and work related documents** | Webpage  PDF | A multipart reading activity that provides short testimonies regarding cultural practice in different cultures around the world (including Spain). Very useful to review reflexive verbs with learners. | <http://www.rutaele.es>  (Estrella A. Redondo Arjones) | <http://www.rutaele.es/wp-content/uploads/2012/07/R2_COMEMOCOS_Verbos-pronominales_Cuestion-de-costumbres_ER_A.pdf> |
| Webpage  PDF | A series of actitivies that include transcriptions of oral testimonies and an article to further students’ reflection on Spain and its culture and practice and develop reading comprehension skills (as well as oral and aural). Students will work with Indicativo and Subjuntivo tenses. This is an important grammatical step in Spanish language acquisition. | <http://www.rutaele.es>  (Estrella A. Redondo Arjones) | <http://www.rutaele.es/wp-content/uploads/2013/08/R5_COMECOCOS_seryestar_Masalladeltopico_ER_B1.pdf> |
| Webpage  PDF | A multipart activity centring on Julio Cortázar’s short story “Casa tomada”. This activity will further students’ vocabulary in connection to houses, the parts of the house, daily routine. The activity can also be connected with a review of the past tenses in Spanish. | <http://marcoele.com>  (Luis Yanguas Santos) | <http://marcoele.com/descargas/8/l.yanguas_casatomada.pdf> |
|  | Webpage  PDF | A multipart activity designed to foster debate on the use of social networks amongst learners. This activity includes an article on Facebook use and it will help tutors work on the expression of opinion in Spanish. | <http://bscw.rediris.es>  (Ilaria Messina) | <http://bscw.rediris.es/pub/bscw.cgi/d6291809/LAS%20REDES%20SOCIALES.pdf> |
| **Esp@ña, Manual de civilazión** | Book | This book offers materials and activities to cover aspects of Spanish culture and society for students at intermediate level | S. Quesada  Published by Edelsa | <http://edelsa.com/Unidades_Muestra/espana-manual-civilizacion/mobile/index.html#p=16> (sample) |
| **Todas las voces B1** | Handbook | This handbook focuses on Spanish current affairs and culture and society. Aimed at intermediate level. | C. Chamorro, M. Martínez N. Murillo, A. Sáenz  Published by Difusión | <http://marcoele.com/resena-todas-las-voces/> |
| **España contemporanea** | Book | This book explores cultural and social topics in depth. Useful when working on reading comprehension skills. Texts will challenge students but activities are designed for intermediate learners. | Cristina López Moreno  Published by SGEL | <https://www.iberlibro.com/ESPA%C3%91A-CONTEMPOR%C3%81NEA-LOPEZ-MORENO-CRISTINA-SGEL/13491389050/bd> |
| **Prisma A1, A2 and B1** | Books | These books contain several units centring on Spanish costums and culture. Very useful when exploring those topics. | Equipo Prisma  Published by Edinumen | <https://www.edinumen.es/index.php?page=shop.browse&category_id=190&option=com_virtuemart&Itemid=4&vmcchk=1&Itemid=4> |
| **Aprende gramática y vocabulario** | Book | Grammar and vocabulary book centred on everyday situations | Francisca Castro Viúdez and Pilar Díaz Ballesteros  Published by SGEL | <http://ele.sgel.es/ficha_producto.asp?Id=796> |
| **DELE Intermedio** | Book | Each lesson begins with a list of vocabulary on the topic explored in each given unit. Includes work related topics. Intermediate level book. | Pilar Alzugaray, María José Barrios and Carmen Hernández  Published by Editorial Edelsa | <http://edelsa.es/venta/index.php?route=product/category&path=69_344_212> |
| **Conversar es fácil** | Book | Conversation centred book with units based on social and work situations | Sándor László  Published by Editorial Edelsa | <http://edelsa.es/venta/index.php?route=product/category&path=64_179> |
| **Tema a tema** | Book | Conversation centred book for intermediate level students | Vanessa Coto Bautista and Anna Turza Ferré | <http://edelsa.es/Area_profesor/TemaatemaB1/TemaatemaB1_guia_tema6.pdf> |
| **Sueña B1, B2** | Books | Intermediate level book that provides functional, lexical and grammatical content to be used in the Spanish class | Mª Aránzazu Cabriezo Ruíz, Mª Luisa Gómez Sacristán and Ana María Ruíz Martínez  Published by Anaya | <http://www.anayaele.com/es/html/index.html?menu=menu_metodos> |
| **Entorno laboral** | Book | Beginners to intermediate book centring on communication at work | M. de Prada y P. Marcé  Published by Editorial Edelsa | <http://edelsa.es/venta/index.php?route=product/product&path=62_286&product_id=725> |
| **Socios 2** | Book | Centres on functional Spanish at work using a communicative approach. For intermediate level students. | Lola Martínez and María Lluisa Sabater  Published by Difusión | <https://www.amazon.co.uk/Socios-Nueva-Edicion-Libro-Alumno/dp/8484434184> |
| **Uso de la gramática española Nivel Intermedio** | Book | A grammar centred book for intermediate level students. Offers paradigms, uses and exercises. Very useful to put grammar in context. | Francisca Castro  Published by Editorial Edelsa | <http://edelsa.es/venta/index.php?route=product/product&path=63_164&product_id=429> |
| **http://bscw.rediris.es/pub/bscw.cgi/617947?client\_size=1440x710** | Website | Online archive of communicative activities centring on Spanish and Spanish American culture and society available as downloadable PDF documents. | Various authors | <http://bscw.rediris.es/pub/bscw.cgi/617947?client_size=1440x710> |
| **http://cvc.cervantes.es/aula/didactired/** | Website | Spanish Institute Archive and Search Engine with activities designed to be used by Spanish language teachers. | Various authors | <http://cvc.cervantes.es/aula/didactired/> |

**Useful Organisations:**

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| **Name** | **Contact Information** |
| **Instituto Cervantes** (Spanish Cultural Institute) | <http://dublin.cervantes.es/es/> |
| **RTVE Radio Televisión Española** (Spanish public radio and television broadcasting corporation) | <http://www.rtve.es/> |
| **BBC** Spanish Language Website (award winning interactive website) | <http://www.bbc.co.uk/languages/spanish/> |
| **Real Academia de la Lengua Española** (Spanish Academy of Language) | [**http://www.rae.es/**](http://www.rae.es/) |
| National Council for Curriculum and Assessment (**NCCA**) | [www.ncca.ie](http://www.ncca.ie/) |
| Quality and Qualifications Ireland (**QQI**) | <http://www.qqi.ie/> |
| Further Education Support Service (**FESS**) | [www.fess.ie](http://www.fess.ie/) |

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| **MOOCs (Massive Online Open Courses)** | |
| Free access to online courses  Search regularly for new courses and new start dates | <https://www.mooc-list.com/> |