



CIEE in Seville, Spain

Course name:	Intensive Pre-Elementary Spanish II
Course number:	SPAN 1504 IBCP
Programs offering course:	International Business and Culture
Language of instruction:	Spanish
U.S. Semester Credits:	3 semester hours/ 4.5 quarter hours
Contact Hours:	45
Term:	Fall 2018

Course Description

The objective of this course is that, at an initial level, the student will understand and recognize the form and structure of the Spanish language, relate them to their corresponding communicative functions, and properly apply them to current matter in oral and written form. Thus, one should be able to understand commonly used phrases and expressions related to relevant areas of experience, be able to communicate with others when carrying out routine tasks requiring direct exchange of information on familiar and routine matters, and to describe aspects of their past and their environment as well as issues related to their immediate needs

The CIEE Study Center in Seville believes strongly in participatory and creative ability of the student in learning a foreign language. In this process, the student takes the leading role by acting in a real communicative context. The integration of language skills will be the basis of all practical work completed in class. Culture is also integrated into the course as an essential component of language. It will also facilitate understanding of the socio-cultural and realistic aspects necessary for correct and appropriate interaction with native Spanish speakers. This ensures that your stay in Spain will have a better chance of success, reflected by a faster integration into the Spanish culture, and as a consequence, in better position to learn Spanish.

Learning Objectives

At the end of the course, students should be able to:

- Describe, greet formally and informally, say goodbye, identify (oneself): say one's nationality, origin, profession, age ..., present (oneself), give an opinion, spell, express possession and ownership, express feelings
- Express wishes, ask and give spatial information: place things and people spatially, describe objects and places, describe people: physically and one's character, express possession, describe clothing, order in a store, say the price of something
- Express needs, wants and preferences, compare
- Ask and tell time, describing actions and habitual activities: schedules, dates, location in time, expressing the frequency with which something is done, make an appointment, express likes / preferences, express agreement and disagreement, order something in a restaurant, bar ..., express pain or discomfort
- Express / ask for quantity, speak of the existence or not of something or someone, ask for a product and its price
- Talk about the weather, talk about the duration of an action, make plans and projects, make suggestions and accept or reject them, expressing obligation, present orally



- Talk of completed actions in a time related to the present, describe or narrate experiences or personal situations, narrate habitual actions in contrast with actions with already completed actions, narrate past actions
- Give / ask for an opinion, express agreement and disagreement, expressing cause and ask the cause of something, ask / give instructions on locations and directions: organizing discourse, asking permission to grant and deny it, invite / offer: accept and reject

Course Prerequisites

This course is intended for students who have had some exposure to the Spanish language.

Students need to have a GPA of at least 2.9.

Students' result on the Online Language Placement Test will determine their participation in this or other Intensive Session Language course.

Methods of Instruction

Each unit will work with texts about real and conventional communicative acts that provide a representation of the life of Spanish society by studying and practicing all of its contents; pragmatism, communication, function, vocabulary, and grammar. The student will develop oral communication skills through activities which express their own identity and will have the opportunity to perform, in Spanish, in various communicative contexts. Grammatical problems will be addressed by offering practical material that focuses on morphosyntactic and lexical-semantic features, but always related to the contents communicative, functional, pragmatic, and socio-cultural meaning. Students will produce written assignments motivated by their own learning process while associating with different functions and resources of the Spanish language.

Students will study and practice specific linguistic structures (morphological, syntactic and lexical) and pragmatic and socio-cultural norms that are applied to use the Spanish language appropriately. The activities will help the student communicate properly in situations aiming to meet his or her personal needs as a student who intends to establish his or her first Spanish social network, working with elements that generate difficulties for American students (added to unfamiliarity with the language code) in developing their communication skills. These activities will give students the chance to select significant linguistic options that the Spanish language offers in order to carry out a pragmatically correct and socially accepted interaction with Spaniards in different communicative situations. In addition to classes, students will participate in a cultural activity in which they will be able to practice in a real setting the grammatical content, lexicon, communication vocabulary, pragmatics and social-cultural topics studied and practiced in class.

Assessment and Final Grade

CIEE classes are not graded on a curve nor is there extra credit work. The final grade will be based upon the following criteria:

1. Attendance, Participation, and Oral presentation	15%
2. Essays 1, 2, 3:	25%
3. Exam 1:	30%
4. Exam 2:	30%



Course Requirements

Attendance and Participation

Attendance and punctuality, interest, active participation in class and out of class activities, completion of assigned homework, oral presentation.

Oral Presentation

Structure (title and introduction, structure), content (clarity, order and selection of ideas, examples, documentation). Linguistic competencies (pronunciation and fluidity, grammar and lexicon) relationship with audience (interaction, interest, and comprehension).

Essays

Content (ideas and development), organization (coherence and cohesion), grammar (grammar correction, variety in structures), vocabulary (lexical variety).

Exams

The first exam will take place the first Friday of the course and will last 1.5 hours. Once the exam is complete, the students will continue in class until they have completed the 3 hours of class. The first exam and second exam will have the same structure: 1. Syntactic and lexical-semantic activities as a means of evaluating linguistic competencies. 2: The elaboration of a written text in which the student will be needing to apply all of the pragmatic, communicative, functional, lexical and grammatical content learned in the course.

Attendance Policy and Class Participation

Students are not allowed to miss class for unjustified reasons. For each unexcused absence, the participation portion of the grade will be lowered. Hence, it will be very difficult to receive a 100 in the class. Please keep this in mind. If a student misses class once without a valid excuse (a note from a physician in the event of an illness), then the professor will automatically lower the final grade by 10 points (on a 100-point scale) for each class missed thereafter. Students with 3 or more absences will fail the course.

Students should arrive to class on-time. Arriving more than 15 minutes late for a class will count as an unexcused absence. Please note that an excused absence is one that is accompanied by a doctor's note: signed stamped and dated. Travelling and/or travel delays are not considered valid reasons for missing class.

* Notes from a physician will only be valid and admitted by the Program Manager if the doctor confirms that the visit could not have been arranged at another time, or that the student was too ill to attend class that day.

Weekly Schedule

Day 1

Language proficiency

The alphabet. Letters and sounds in Spanish. Present Tense: *ser, tener, trabajar, llamarse*. Numbers : 0-101. Demonstratives: *este, esta, estos, estas*. Interrogatives: *¿Cómo/De. dónde/Cuántos?*. *Yo creo que + opinión*. Spelling. Express possession and belonging. Express feelings



Pragmatic and Socio-cultural Competence

Formal and informal greetings. Saying goodbye. Identification: saying nationality, origin, profession, age...Presentations.Give an opinion

Day 2

Language Proficiency

Present regular verbs: *-ar, -er,-ir*. Uses *tú/usted*. Gender and Number of nouns and adjectives. Use of determined and undetermined articles. Verb *estar*. Contrast of *hay/está-n*. Quality adjectives. Adjectives and possessive pronouns. *Ser, tener, llevar*

Pragmatic and Socio-cultural Competence

Ask for and give spatial⁹ information. Locate things and objects. Describe objects and places. Describe people: physical and character. Express possession. Describe clothing. Order in a store. Tell the price of something

Day 3

Language Proficiency

Comparing. Equality, superiority, and inferiority with adjectives. Irregular comparisons. Verbs: *necesitar, querer, preferir + infinitive/ noun*. Verb *ir* Prepositions *en* and *a* with action verbs. *Para* and *Porque*

Pragmatic and Socio-cultural Competence

Express needs, desires, and preferences
Ask for / give spatial direction
Compare

Day 4

Language Proficiency

Present indicative. irregular verb, Reflexive Verbs. Adverbs and frequency expressions. Verb *quedar*. Verbs *gustar, encantar...* Verb *doler*. Indirect object pronouns + *gustar, encantar, doler*. Adverbs: *también/tampoco*

Pragmatic and Socio-cultural Competence

Asking and telling time. Describe daily actions and activities: schedules, dates, temporary location. Expressing how often you do something.
Make an appointment. Express likes/preferences. Agree/disagree
Order something in a restaurant, bar, etc... Express pain or things that bother you

Day 5

REVIEW
EXAM 1

**Day 6**

Language Proficiency

Direct object pronouns. Indefinite object pronouns. *algo/nada, alguien/nadie, alguno/ninguno*. Demonstrative pronouns and adjectives. Cardinal numbers from one hundred to one million. Preposition *para, para qué*

Pragmatic and Socio-cultural Competence

Express/ask how much. Talk about existence or nonexistence of someone or something. Ask about a product and its price

Day 7

Language Proficiency

star + *gerund*. Weather Verbs: *llover, nevar. Muy/mucho*. Infinitive periphrasis: *ir a, querer, hay que, tener que, deber*

Pragmatic and Socio-cultural Competence

Talk about the weather. Talk about how long it takes to do something
Make plans and do projects. Make suggestions and accept or reject them
Express obligation. Oral presentation

Day 8

Language Proficiency

Past perfect: Formation and uses (regular and irregular). Time Markers: *hoy, esta mañana, esta tarde, alguna vez, ayer, anoche, el año pasado...*
Contrast *ya/todavía no*. Review indefinite pronoun. Indefinite past: Forms and uses (regular y some irregular: *ser, ir, dar, tener y hacer*)

Pragmatic and Socio-cultural Competence

Talk about completed actions in a time related to the present.
Describe or narrate experiences or personal situations. Narrate daily actions in contrast to actions finished in a time related to the present. Narrate actions in the past

Day 9

Language Proficiency

Negotiation. *¿Por qué/Porque-* Imperative affirmative: Regulars and irregulars
Speech organizers. Imperatives + pronouns

Pragmatic and Socio-cultural Competence

Ask/give an opinion. Express agreement and disagreement. Express cause and ask for the cause of something. Ask/give instructions about places and directions: correct order. Ask for permission, grant it and deny it. Treat/offer: accept and reject



Day 10

EXAM 2

Out of Class Activities and Oral Presentation

Activity # 1

Sevillana Life

Date: xxx

Time: 1.5 hours

Activities: Each student will individually prepare and conduct personal interviews with three Spaniards of different spectrum (youth, adults, elders) to gather both personal information and information about the daily life of those interviewed.

Additional work: Write a composition which reflects the results of the interviews, applying grammatical and pragmatic aspects learned and practiced in class:

Saludar formal e informalmente. Despedirse. Identificar (se), presentar (se): • El alfabeto • Ser, tener, llamarse • ¿Cómo?/¿De dónde?/¿Cuántos? *Describir acciones y actividades habituales:* • Presente de indicativo regular e irregular.

Estimated time to complete the composition: 1.5 hours.

Due Date: xxx

Activity #2

Getting to know Sevilla

Date: xxx

Time: 1.5 hours

Activities: In pairs, students should observe a pedestrian zone of the city (Calle San Fernando, Puerta de Jerez, Avenida de la Constitución, Plaza del Triunfo, Plaza Virgen de los Reyes, Plaza Nueva, etc.) and interact with native speakers (pedestrians, shopkeepers, waiters, etc.) to get to know their likes, preferences, and desires of the present and future face of downtown Seville.

Additional Work: Write an essay about the main characteristics and the likes, preferences, and wishes of the Sevillanos interviewed with respect to the elected zone in the center of Sevilla, applying grammatical and pragmatic aspects learned and practiced in class:

Expresar deseos, sentimientos, gustos y preferencias: • Necesitar, querer, preferir + infinitivo/sustantivo • (No) me gusta/ molesta + sustantivo/infinitivo. *Describir:* • Ser/estar/hay. *Hablar de otros:* • Gustar/parecer/caer.

Estimated time to complete the composition: 1.5 hours.

Due Date: xxx

Activity # 3

Talking about the past in Sevilla

Date: xxx

Time: 1.5 hours.



Activities: Each student, individually, must interact with his or her host family, in order to see what they have done that day, other days, and what they did yesterday.

Additional Work: Write an essay to answer the following questions: *¿Qué has hecho hoy?/¿Has estado/vivido... y ¿Qué hiciste ayer?* applying grammatical and pragmatic aspects learned and practiced in class:

Talking about the recent past without specific reference or time • Methods and uses of P. Perfect. Narrating past actions • Past Forms and applications I. • Contrast of past tenses in Spanish: P. Past Perfect, and I.

Estimated time to complete the composition: 1.5 hours

Due Date: xxx

Oral Presentation

Gastronomy in Seville

Activities: Individually, each student will speak with their host and learn a typical recipe from Seville.

Preparation of oral presentation: Students will prepare a 10 minute power point oral presentation in groups (presentation should include practical advice for your peers) in which you will present the recipe utilizing grammar and pragmatic material learned and practiced in class:

Give / ask for an opinion, express agreement and disagreement, expressing cause and ask the cause of something, ask / give instructions about locations and directions: organizing the speech, ask permission, grant and deny, invite / offer: accept and reject:

• Negation • Why/Because, Imperative: Regular and irregular • Organizers, Imperatives + pronouns

Estimated time for the preparation of the oral presentation: 1.30 hours

Course Materials

Readings

Equipo Prisma: Método de Español. Nivel inicial A1. Edinumen. Madrid 2008.

VV. AA.: Gramática básica del estudiante de español. Difusión. Barcelona, 2005.