



## CIEE Barcelona, Spain

<b>Course name:</b>	Intermediate Spanish
<b>Course number:</b>	SPAN 2001 BASP
<b>Programs offering course:</b>	Barcelona Business and Culture, Barcelona Economics and Culture, Barcelona Global Architecture and Design
<b>Language of instruction:</b>	Spanish
<b>Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Fall 2019

### Course Description

This is an intermediate Spanish language course corresponding to level **B1** of the Common European Framework of Reference for Languages (CEFR) and **Intermediate Mid** of the American Council on the Teaching of Foreign Languages (ACTFL). CIEE Barcelona Spanish courses emphasize what the student can *do with* the language not simply what the student *knows about* the language. The syllabus is organized functionally, around objectives that students need to achieve, as they adjust to living in the Spanish culture, and the grammatical structures students need to achieve these objectives. Each of the four skills (oral expression, written expression, listening comprehension and reading comprehension) are emphasized throughout the course.

### Learning Objectives

The goal of the course is the development of writing and speaking abilities in Spanish in an intermediate level. In particular, by the end of the course the student is expected to reach the following goals:

- **Listening:** Students can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. They can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- **Reading:** Students can understand texts that consist mainly of high frequency every day or job-related language. They can understand the description of events, feelings and wishes in personal letters.
- **Speaking:** Students can deal with most situations likely to arise whilst travelling in an area where the language is spoken. They can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). Students can connect phrases in a simple way in order to describe experiences and events, their dreams, hopes and ambitions. They can briefly give reasons and explanations for opinions and plans. They can narrate a story or relate the plot of a book or film and describe their reactions.
- **Writing:** Students can write simple connected texts on topics which are familiar or of personal interest. They can write personal letters describing experiences and impressions.



### **Course Prerequisites**

Online placement test and onsite oral interview.

### **Methods of Instruction**

The course follows a communicative approach and cover all five language activities: spoken interaction, spoken production, writing, reading and listening, with an emphasis on developing oral and written interaction. In addition to regular classes, the course includes fieldtrips and language exchange activities to help students develop their intercultural competence. Attendance to fieldtrips and language exchange activities is mandatory.

#### **Fieldtrips**

Every Spanish course includes at least one field-trip that offer insights into different aspects of Spanish and Catalanian culture. Fieldtrips attempt to cover three dimensions of culture: (i) the organization of the city (streets, buildings, neighborhoods, monuments, etc.), (ii) everyday life (bars, restaurants, local markets, etc.) and (iii) official culture (history, arts, politics, etc.). After their visit students must complete a written assignment for their Spanish course with information gathered during the field-trip plus readings previously distributed in class.

#### **Language exchange**

Language exchange activities take part in a popular bar close to our study center, where a group of CIEE students and local students meet for spending a two hours relaxed time. The language exchange activity will be part of the participation grade.

### **Assessment and Final Grade**

The final grade is an average of the following methods of assessment:

1. Mid-term exam: 20%
2. Final exam: 30%
3. Oral tasks: 20%
4. Written tasks: 20%
5. Class participation: 10%

### **Course Requirements**

#### **Exams (mid-term and final)**

The mid-term and final exams are cumulative; they consist of all the materials studied up to that point. Each exam will likely contain all the following components: a) Grammar and Vocabulary (20%),



b) Reading comprehension (15%), c) Writing (15%), d) Listening comprehension (20%) and e) Speaking (30%).

### **Oral tasks**

Oral interview: This is an individual, out-of-class assessment. Students will choose a native Spanish speaker and will prepare an interview that they will record and send to the instructor. In addition to the recording, students will prepare a written version of the interview, selecting the most relevant parts of the conversation. The assessment will consider linguistic competence (grammar, vocabulary, pronunciation) but also communicative competence (fluency, interaction) and style.

Oral presentation: On designated dates during the semester the student will have to present a topic related to a specific theme that will be assigned to him/her by the instructor. Each presentation should last up to 10 minutes. Students will be asked to supplement their presentations with Power Point. Each presentation will be followed by a short question and answer session.

### **Written tasks**

Students will have two composition themes/genres. Compositions will be written on topics related to course materials. The composition grade will be the average of the two marks.

Written tasks will be graded on the following four parameters: (i) content, (ii) adequacy, (iii) coherence and cohesion, and (iv) grammar and vocabulary. Instructors will return the task to the student indicating, where possible, linguistic errors, which must be revised and turned in again to be reviewed. The first version will not contain a grade; the second version will be graded. Both versions are mandatory in order to obtain a final grade. Late assignments will be marked down 5 (out of 100 in the US grade scale) after each day.

### **Class Participation**

The Class participation grade will take into account the following criteria: active and effective volunteering and oral participation in class, homework, quizzes, Canvas forum and vocabulary.

### **CIEE Barcelona attendance policy**

Students are expected to attend all scheduled class sessions on time and be prepared for the day's class activities. CIEE does not distinguish between justified or unjustified absences, whether due to sickness, personal emergency, inevitable transportation delay and/or other impediments. You are considered responsible of managing your own absences. Please keep in mind that exams, paper submission dates, presentations and any other course work deadlines cannot be changed.

No academic penalty will be applied if students miss up to 3 class sessions. If students miss up to 6 class sessions, students' final course grade will drop 5 points out of 100 on the CIEE grade scale for each additional absence beyond 3 (for example a 95 will become a 90 if they reach the 4th absence, and an 85 if they reach the 5th absence). Students will automatically fail the course if they miss more than 20% of total class hours (i.e. if they exceed 6 absences).

For students who miss up to 20% of the total course hours due to extenuating circumstances, the Academic Director may allow for exceptions to the local attendance policy based on documentation



such as proof of bereavement, religious observances, hospitalization etc.

Students arriving more than 10 minutes late to the class will be considered absent for a day.

#### Extra credit

In order to increase your final grade 5 points (out of 100 on the US grade scale), you have to read a Spanish book and make a series of exercises about it. The book will be assigned by your Spanish professor according to your language level. The activities will be delivered before the last day of class. No late work and handwritten activities will be accepted. If you miss more than 3 classes, you cannot ask for an extra credit.

### Weekly Schedule

#### **Week 1**

- 1.1 Course introduction: Living in Barcelona: everyday interactions (I)**  
Written and oral level test
- 1.2 Course introduction: Living in Barcelona: everyday interactions (II)**  
Introduction to class: syllabus and course content.  
Surviving in Barcelona  
Communicative resources: greetings, requests and permission, giving directions.  
Grammatical resources: Present tense, imperative.  
Lexical resources: vocabulary to talk about shops, markets and restaurants.  
Course materials: booklet of activities provided in class.

#### **Week 2**

- 2.1 Course introduction: Living in Barcelona: everyday interactions (III)**  
Communicative resources: expressing interests, explaining basic information  
Grammatical resources: present tense, conditional tense and basic structures  
Lexical resources: vocabulary to talk about yourself  
Course materials: booklet of activities provided in class
- 2.2 Explaining habits in the past (I)**  
Communicative resources: explaining habits in the past. To argue and to debate.  
Grammatical resources: imperfect tense; temporary markers (*ya no/ todavía / ahora / antes / actualmente*); to introduce an opinion (*creo que / yo pienso que, etc.*)  
Lexical resources: talking about Spanish History and stages of life, travel vocabulary.  
Course materials: Corpas *et al.* (2013: 22-24; 114-115)

#### **Week 3**

- 3.1 Explaining habits in the past (II)**  
Communicative resources: explaining habits in the past. To argue and to debate.  
Grammatical resources: imperfect tense; temporary markers (*ya no/ todavía / ahora / antes / actualmente*); to introduce an opinion (*creo que / yo pienso que, etc.*)

Lexical resources: talking about Spanish History and stages of life, travel vocabulary.  
 Course materials: Corpas *et al.* (2013: 26-28; 116-117)  
 Instruction for written task 1

### 3.2 Explaining habits in the past (III)

Communicative resources: explaining habits in the past. To argue and to debate.  
 Grammatical resources: imperfect tense; temporary markers (*ya no/ todavía / ahora / antes / actualmente*); to introduce an opinion (*creo que / yo pienso que, etc.*)  
 Lexical resources: talking about Spanish History and stages of life, travel vocabulary.  
 Course materials: Corpas *et al.* (2013: 25,30-33;119)

## Week 4

### 4.1 Expressing commands and things that are prohibited (I)

Communicative resources: expressing prohibition, expressing obligation.  
 Grammatical resources: structures to express prohibitions/obligation *es obligatorio/ está prohibido/ está permitido + infinitive, se prohíbe/n, se permite/n + sustantivo*.  
 Lexical resources: politics and society; education.  
 Course materials: Corpas *et al.* (2013: 34-36; 120-121)  
 Exchange activity: Bar Coco Vail 19:30h  
 Submission written task 1 version 1

### 4.2 Expressing commands and things that are prohibited (II)

Communicative resources: expressing prohibition, expressing obligation.  
 Grammatical resources: structures to express prohibitions/obligation, *es obligatorio/ está prohibido/ está permitido + infinitive, se prohíbe/n, se permite/n + sustantivo*.  
 Lexical resources: politics and society; education.  
 Course materials: Corpas *et al.* (2013: 37-39; 122)  
 Fieldtrip 1: Visiting a local market

## Week 5

### 5.1 Expressing commands and things that are prohibited (III)

Communicative resources: expressing impersonality and explaining habits in the present.  
 Grammatical resources: to talk about habits, *lo normal/ lo habitual/ lo raro es + infinitive; soler + infinitive*; quantifiers: *todo el mundo/ la mayoría (de...)/ muchos/ algunos (...)*  
 Lexical resources: vocabulary to talk about social customs.  
 Course materials: Corpas *et al.* (2013: 40-42; 123-124)  
 Submission written task 1 version 2

### 5.2 Expressing commands and things that are prohibited (IV)

Communicative resources: expressing impersonality and explaining habits in the present.  
 Grammatical resources: to talk about habits, *lo normal/ lo habitual/ lo raro es + infinitive; soler + infinitive*; quantifiers: *todo el mundo/ la mayoría (de...)/ muchos/*

*algunos (...)*

Lexical resources: vocabulary to talk about social customs.

Course materials: Corpas *et al.* (2015: 43-45; 125)

Instruction for written task 2

## Week 6

### 6.1 Relating events in the past (I)

Communicative resources: describing past actions.

Grammatical resources: Preterit.

Lexical resources: historical events.

Lexical resources: vocabulary related to feelings, interests and disagreement.

Course materials: Corpas *et al.* (2013: 58-60; 132-133)

Submission written task 2 version 1

### 6.2 Relating events in the past (II)

Communicative resources: describing past actions.

Grammatical resources: Preterit.

Lexical resources: historical events.

Course materials: Corpas *et al.* (2013: 63-65; 134-135)

## Week 7 Mid-term exam week

### 7.1 Review for the mid-term exam

Grammatical resources: Revision of past tenses, connectors, habits, prohibition, introduce an opinion and obligation.

Course materials: Canvas material. Mock exam.

Submission written task 2 version 2

### 7.2 Written mid-term exam

## Week 8

### 8.1 Oral mid-term exam

### 8.2 Relating events in the past (III)

Communicative resources: explaining anecdotes in the past.

Grammatical resources: verbal periphrasis *estar + gerund*, discourse markers (*una vez, un día, de repente...*); differences between preterit vs. imperfect tense.

Lexical resources: emotions

Course materials: Corpas *et al.* (2013: 66-67; 132-136)

## Week 9

### 9.1 Relating events in the future (I)

Communicative resources: describing plans and predictions in the future

Grammatical resources: future, temporary markers (*mañana, pasado mañana...*).

Lexical resources: talking about the world's problems.

Course materials: Corpas *et al.* (2013: 82-85; 144)

**9.2 Relating events in the future (II)**

Communicative resources: describing plans and predictions in the future  
Grammatical resources: future, temporary markers (*mañana, pasado mañana...*).  
Lexical resources: talking about the world's problems.  
Course materials: Corpas *et al.* (2013: 86-89; 145-146)  
Instruction for oral task 1

**Week 10**

**10.1 Relating events in the future (III)**

Communicative resources: expressing probability  
Grammatical resources: conditional clauses: *si+* present indicative, future;  
*depende de* + sustantive; *depende de si* + present indicative; present subjunctive.  
Lexical resources: predictions about the future  
Course materials: Corpas *et al.* (2013: 90-91; 147-148)

**10.2 Relating events in the future (IV)**

Communicative resources: expressing probability  
Grammatical resources: conditional clauses: *si+* present indicative, future;  
*depende de* + sustantive; *depende de si* + present indicative; present subjunctive.  
Lexical resources: predictions about the future  
Course materials: Corpas *et al.* (2013: 92-93; 149)

**Week 11**

**11.1 Telling stories and giving opinions (I)**

Communicative resources: expressing probability  
Grammatical resources: *si+* present indicative, future; *depende de* + sustantive;  
*depende de si* + present indicative; present subjunctive.  
Lexical resources: predictions about the future  
Course materials: Corpas *et al.* (2013: 94-96; 150-151)

**11.2 Fieldtrip to the neighborhood of Gracia (Barcelona)**

Communicative resources: giving direction.  
Express opinions and wishes, express lack of knowledge  
Lexical resources: environment, cities and solidarity.  
Course materials: Canvas material to prepare fieldtrip.  
Video project from the fieldtrip  
Submission deadline for oral task 1

**Week 12**

**12.1 Telling stories and giving opinions (II)**

Communicative resources: expressing probability  
Grammatical resources: *si+* present indicative, future; *depende de* + sustantive;

*depende de si* + present indicative; present subjunctive.

Lexical resources: predictions about the future

Course materials: Corpas *et al.* (2013: 97-99; 152-153)

**12.2 Telling stories and giving opinions (III)**

Communicative resources: telling stories. Giving opinions and talking about cinema and TV.

Grammatical resources: object pronouns (*direct object and indirect object*).

Lexical resources: cinema, TV, books

Course materials: Corpas *et al.* (2013: 100-102; 154)

Instruction for oral task 2

**Week 13**

**13.1 Telling stories and giving opinions (IV)**

Communicative resources: telling stories. Giving opinions and talking about cinema and TV.

Grammatical resources: object pronouns (*direct object and indirect object*).

Lexical resources: cinema, TV, books

Course materials: Corpas *et al.* (2013: 103-105; 155)

**13.2 Oral presentations (II)**

Communicative resources: Present a movie plot.

Grammatical resources: speech markers.

Lexical resources: movies, series.

Submission deadline for oral task 2

**Week 14**

**14.1 Webserie Workshop: reviewing contents**

Communicative resources: expressing interests, explaining habits in the past, to argue and to debate, expressing commands, explaining anecdotes, describing plans.

Lexical resources: house, cities, personal relations.

Course materials: Canvas material

**14.2 Review for the final exam**

Grammatical resources: Revision of past tenses, future tense, past and present, connectors, special uses of the conditional and the future tense; telling anecdotes, and revision of direct object and indirect object pronouns.

Course materials: Canvas material. Mock exam.

**Week 15 Final exam week**

**15.1 Written final exam**

**15.2 Oral final exam**



## **Course Materials**

### ***Readings***

The textbook used in this course is:

Corpas, J.; Garmendia, A.; Sánchez, N.; Soriano, C. (2013): Aula 3 Nueva Edición. Curso de español B1.  
Barcelona: Difusión.