



## CIEE Barcelona, Spain

<b>Course name:</b>	Pre-Intermediate Spanish
<b>Course number:</b>	SPAN 1002 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>	Spring 2020

### Course Description

This is a Pre-Intermediate Spanish language course corresponding to level **A2** of the Common European Framework of Reference for Languages (CEFR) and **Intermediate Low** of the American Council on the Teaching of Foreign Languages (ACTFL). Its aim is to help basic users of the language become independent users.

### Learning Objectives

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

- **Listening:** be able to understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
- **Reading:** be able to understand short, simple texts on familiar matters containing the highest frequency vocabulary or job-related language, and identify specific information in simpler written material he/she encounters such as letters, menus, timetables, brochures and short newspaper articles describing events.
- **Spoken interaction:** be able to interact with reasonable ease in structured everyday situations and short conversations on familiar topics and activities, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.
- **Spoken production:** be able to give a simple description on a topic pertinent to his/her everyday life (people, living or working conditions, daily routines, likes/dislikes, etc.) as well as describe plans and arrangements, past activities and personal experiences, and briefly give reasons and explanations for opinions, plans and actions.
- **Writing:** be able to write a series of simple phrases and sentences linked with simple connectors about everyday aspects of his/her environment, e.g. people, family, places, living conditions, a job or study experience, and very short, basic descriptions of events, past activities, personal experiences and biographies.

### Course Prerequisites



Online placement test and onsite test (written test and oral interview).

### **Methods of Instruction**

The course follows a communicative approach and covers 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 two field-trips 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 activity will be part of the participation grade.

### **Assessment and Final Grade**

The final grade will be a compilation 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; that is to say that they consist of all the materials studied up to that point. Each exam will likely contain all of 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**

On designated dates during the semester the student will have to present two oral tasks:



Oral interaction: This is a group, out-of-class assessment. Students will prepare a conversation to make an appointment. The conversation should last about 5 minutes, and will be recorded with video and sent to the professor. The assessment will consider linguistic competence (lexical competence, grammatical competence, phonological competence), sociolinguistic competence and also pragmatic competences (coherence and cohesion, thematic development, turn-taking, fluency).

Oral presentation: This is an individual, out-of-class assessment. Students will record a video introducing their family/friends. Each presentation should last from 5 to 10 minutes. The assessment will consider linguistic competence (lexical competence, grammatical competence, phonological competence) but also pragmatic competences (coherence and cohesion, thematic development, fluency).

### **Written tasks**

Students will have two composition themes/genres. One of the tasks will be related to course fieldtrips. Students must attend fieldtrips in order to obtain the information required for fulfilling the written task. The other 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 hundred in the grade scale) after each day

### **CIEE Barcelona Attendance policy**

Students are expected to attend all scheduled class sessions on time and prepared for the day's class activities. CIEE Barcelona does not distinguish between justified or unjustified absences, whether due to sickness, personal emergency, inevitable transport 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.



### **Class Participation**

The Class participation grade will consider the following criteria:

- Homework
- Active and effective volunteering and oral participation in class
- Canvas participation (quizzes, activities and forums)

### **Extra credit**

In order to increase your final grade 5 points (out of 100 on the Spanish 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.  
Communicative resources: Interactions in bars and restaurants.  
Grammatical resources: verbs *poner* and *traer*  
Lexical resources: Daily meals, food, typical Spanish dishes  
Course materials: booklet of activities provided in class

#### **Week 2**

2.1 **Helping students improve their understanding of the Spanish language (I)**  
Communicative resources: talk about habits, express duration, ask and answer about learning motivations.  
Grammatical resources: regular and irregular present tense and reflexive verbs.  
Lexical resources: language learning resources, daily activities, days of the week, parts of the day.  
Course materials: Corpas *et al.* (2015: 10-14; 120-121)

2.2 **Helping students improve their understanding of the Spanish language (II)**  
Communicative resources: talk about habits, express duration, ask and answer about learning motivations.  
Grammatical resources: regular and irregular present tense, reflexive verbs, duration structures (*desde, desde hace, hace...que*).  
Lexical resources: language learning resources, daily activities, days of the week, parts of the day.  
Course materials: Corpas *et al.* (2015: 15-19; 122-123).

#### **Week 3**

### 3.1 Writing a biography (I)

Communicative resources: narrate and relate past events, express beginning and ending of an action.

Grammatical resources: past tenses (*Pretérito Indefinido*), past temporal markers.

Lexical resources: cinema and biographies.

Course materials: Corpas et al. (2015: 22-25; 126-127)

### 3.2 Writing a biography (II)

Communicative resources: narrate and relate past events, express beginning and ending of an action.

Grammatical resources: past tenses (*Pretérito Indefinido*), past temporal markers.

Lexical resources: cinema and biographies.

Course materials: Corpas et al. (2015: 26-27; 128)

## Week 4

### 4.1 Writing a biography (III)

Communicative resources: narrate and relate past events, express beginning and ending of an action.

Grammatical resources: past tenses (*Pretérito Indefinido*), past temporal markers.

Lexical resources: cinema and biographies.

Course materials: Corpas et al. (2015: 28-30; 129)

Instruction for written task 1

### 4.2 Writing a biography (IV)

Communicative resources: narrate and relate past events, express beginning and ending of an action.

Grammatical resources: past tenses (*Pretérito Indefinido*), past temporal markers.

Lexical resources: cinema and biographies.

Course materials: Corpas et al. (2015: 30-32; 130-131)

## Week 5

### 5.1 Describing people (I)

Communicative resources: identify and describe people (appearance and personality), express relationship and similarities.

Grammatical resources: irregular present tense, demonstratives (*este, esta, estos, estas, etc.*), identifying structures (*el/la/los/las + que + verbo, etc.*).

Lexical resources: Clothes vocabulary, physical description adjectives, description verbs (*ser, tener y llevar*).

Course materials: Corpas et al. (2015: 34-36; 132)

Submission deadline Written task 1 version 1

### 5.2 Describing people (II)

Communicative resources: identify and describe people (appearance and personality), express relationship and similarities.

Grammatical resources: irregular present tense, demonstratives (*este, esta, estos,*

*estas, etc.*), identifying structures (*el/la/los/las + que + verbo, etc.*).

Lexical resources: Clothes vocabulary, physical description adjectives, description verbs (*ser, tener y llevar*).

Course materials: Corpas *et al.* (2015: 37-39; 133-134)

## Week 6

### 6.1 Describing people (III)

Communicative resources: identify and describe people (appearance and personality), express relationship and similarities.

Grammatical resources: irregular present tense, demonstratives (*este, esta, estos, estas, etc.*), identifying structures (*el/la/los/las + que + verbo, etc.*).

Lexical resources: Clothes vocabulary, physical description adjectives, description verbs (*ser, tener y llevar*).

Course materials: Corpas *et al.* (2015: 40-42; 135)

Submission deadline written task 1 version 2

### 6.2 Describing people (IV)

Communicative resources: identify and describe people (appearance and personality), express relationship and similarities.

Grammatical resources: irregular present tense, demonstratives (*este, esta, estos, estas, etc.*), identifying structures (*el/la/los/las + que + verbo, etc.*).

Lexical resources: Clothes vocabulary, physical description adjectives, description verbs (*ser, tener y llevar*).

Course materials: Corpas *et al.* (2015: 43-45; 136-137)

Language exchange activity at 7:30 p.m. with local students.

Instruction for oral task 1

## Week 7 Mid-term exam week

### 7.1 Review for the mid-term exam

Course materials: Canvas material. Mock exam.

Submission deadline for oral task 1

### 7.2 Written mid-term exam

## Week 8

### 8.1 Oral mid-term exam

### 8.2 Describing a house (I)

Communicative resources: express likes and preferences, describe a house, compare, express coincidence, place and describe objects.

Grammatical resources: comparative structures, prepositions (*debajo, encima, etc.*), some uses of *ser* y *estar*.

Lexical resources: types and parts of a house, adjectives to describe a house; shapes, styles and materials.

Course materials: Corpas *et al.* (2015: 46-49; 138-139)

## Week 9

### 9.1 Describing a house (II)

Communicative resources: express likes and preferences, describe a house, compare, express coincidence, place and describe objects.

Grammatical resources: comparative structures, prepositions (*debajo, encima, etc.*), some uses of *ser y estar*.

Lexical resources: types and parts of a house, adjectives to describe a house; shapes, styles and materials.

Course materials: Corpas et al. (2015:50-53; 140-143)

Instruction for written task 2

### 9.2 Fieldtrip 1

## Week 10

### 10.1 Free time activities (I)

Communicative resources: narrate past experiences, talk about future plans and projects.

Grammatical resources: Past tenses (*Pretérito perfecto, Pretérito Indefinido*), future structures (*ir a + infinitive*), present continuous (*estar + gerundio*).

Lexical resources: Travelling and free time activities.

Course materials: Corpas et al. (2015: 70-71; 150-151)

Submission deadline Written task 2 version 1

### 10.2 Free time activities (II)

Communicative resources: narrate past experiences, talk about future plans and projects.

Grammatical resources: Past tenses (*Pretérito perfecto, Pretérito Indefinido*), future structures (*ir a + infinitive*), present continuous (*estar + gerundio*).

Lexical resources: Travelling and free time activities.

Course materials: Corpas et al. (2015: 72-73; 152)

## Week 11

### 11.1 Free time activities (III)

Communicative resources: narrate past experiences, talk about future plans and projects.

Grammatical resources: Past tenses (*Pretérito perfecto, Pretérito Indefinido*), future structures (*ir a + infinitive*), present continuous (*estar + gerundio*).

Lexical resources: Travelling and free time activities.

Course materials: Corpas et al. (2015: 74-76; 153-154)

### 11.2 Free time activities (IV)

Communicative resources: to narrate past experiences, to talk about future plans and projects.

Grammatical resources: Past tenses (*Pretérito perfecto, Pretérito Indefinido*), future

structures (*ir a + infinitive*), present continuous (*estar + gerundio*).

Lexical resources: Travelling and free time activities.

Course materials: Corpas *et al.* (2015: 78-79; 155)

Submission deadline Written task 2 version 2

## Week 12

### 12.1

#### Having dinner (I)

Communicative resources: Talk about food habits, explain how to prepare a dish.

Grammatical resources: direct object pronouns, some uses of *ser y estar*, discourse markers (*y, pero, además*)

Lexical resources: food, recipes, weights and measures.

Course materials: Corpas *et al.* (2014: 82-84; 156)

### 12.2

#### Having dinner (II)

Communicative resources: Talk about food habits, explain how to prepare a dish.

Grammatical resources: direct object pronouns, some uses of *ser y estar*, discourse markers (*y, pero, además*)

Lexical resources: food, recipes, weights and measures.

Course materials: Corpas *et al.* (2014: 85-86; 157-158)

Instructions for oral task 2

## Week 13

### 13.1

#### Having dinner (III)

Communicative resources: Talk about food habits, explain how to prepare a dish.

Grammatical resources: direct object pronouns, some uses of *ser y estar*, discourse markers (*y, pero, además*)

Lexical resources: food, recipes, weights and measures.

Course materials: Corpas *et al.* (2014:87-88; 159)

### 13.2

#### Having dinner (IV)

Communicative resources: Talk about food habits, explain how to prepare a dish.

Grammatical resources: direct object pronouns, some uses of *ser y estar*, discourse markers (*y, pero, además*)

Lexical resources: food, recipes, weights and measures.

Course materials: Corpas *et al.* (2014: 90-91; 160-161)

Submission deadline Oral task 2

## Week 14 Final exam week

### 14.1

#### Fieldtrip 2

### 14.2

#### Review for the final 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.; Soriano, C. (2013): *Aula 2. Curso de español. Nueva edición*. Barcelona: Difusión.