**Course Description**

This course is designed for students with two to four semesters of college-level Spanish. The primary objective of this intermediate course is to allow students to achieve maximum communicative competency in the Spanish language and immersion in Spanish life. In this course, intermediate Spanish language students will gain a broader view on cultural aspects, lexical and grammatical foundation of the Spanish language.

**Learning Objectives**

By completing this course, students will:

- Express clearly in written form by constructing well descriptive narrative texts on subjects familiar to them.
- Apply linguistic and communicative competencies of an intermediate Spanish language student.
- Be able to hold a debated conversation on simple topics.
- Restate idiomatic expressions and learn to identify and eliminate false friends from their verbal expression.
- Distinguish a deeper understanding of Spanish grammar, syntax and vocabulary.

**Course Prerequisites**

This course is designed for students with two to three semesters of college-level Spanish, or the equivalent as determined by a placement test.

**Methods of Instruction**

Communicative student-centered task-based approach.

The structure of each week is as follows:

- The tasks will be organized by Weekly Topics, so that each session of a week is related to the others
- At the end of each week, students will have to do a written and oral presentation and a mini test/written assignment with a focus on the grammatical/lexical content covered along the week
- Students will be provided with extra material as homework to reinforce the grammatical and lexical aspects seen in the classroom
- Each of the presentations and tests will count for the final grade

**Assessment and Final Grade**

1. Daily Homework .......................................................... 20%
2. Oral Presentations and Written Weekly Projects ............... 20%
3. Final Test (oral and written) ........................................... 20%
4. Weekly assessments ....................................................... 20%
5. Participation ................................................................. 20%

**Course Requirements**

**Daily Homework**

Students will be given written homework on a daily basis to reinforce the grammatical and lexical aspects covered in the classroom.
in the classroom and will be checked by the instructor in class every day. When homework has to be turned in, no extension can be granted. Failing to complete their daily homework will result in a lower final grade of the course.

**Oral Presentations and Written Weekly Projects**

At the end of each week, students will have to present and deliver a presentation of their weekly project. Both the delivery of the presentation and the written project will be assessed. Failing to complete their oral and written weekly projects will result in a lower final grade of the course.

**Final Test (oral and written)**

The four skills (oral and written expression, oral and written comprehension) will be tested.

**Weekly assessments**

At the end of each week, students will have to sit a mini-test where they will be assessed on the grammatical and lexical content of the week. Each of the weekly assessment will count for the final grade.

**Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

**Attendance**

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences for classes will lead to the following penalties:
N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

**Weekly Schedule**

**Week 1**

**Class: 1.1** Life in Madrid. How does Madrid fit your interests

Students will create a personal portfolio describing themselves and their character and explaining what hobbies do they enjoy doing and how often do they do it. For that purpose, they will use the present tense and a wide range of structures to express their opinions in various ways.

Presentation of the scope of the course and Instruction method. Get to know people: give and ask for personal information.

Express aspects of your own character: interests, fixations, affinities, similarities, differences, etc.

**Class: 1.2** Life in Madrid. How does Madrid fit your interests

Talk about hobbies and leisure time and rate those activities. Frequency adverbs.

‘Quedar’ vs ‘quedarse’.

**Readings:**

Gente con gente, Gente 1

Gente que se lo pasa bien, Gente 2

**Week 2**

**Class: 2.1** Life in Madrid 2. Socializing, culture and more

Students will create a tourist brochure about Madrid where they will describe a cultural event taking place in the city and they will plan a 4-day trip for their family/friends while making some recommendations to them.

Find out what’s on in Madrid, express your opinions and views on different cultural activities and alternative plans.

Express wishes. How to make an informal invitation. Suggest a plan to your classmates. Accept and refuse an invitation.

Make excuses.

**Class: 2.2** Life in Madrid 2. Socializing, culture and more
Plan a 4-day trip for your family/friends describing the places there are going to visit, the activities you recommend them to do and justifying your choices by bearing in mind their preferences.

Class: 2.3 Life in Madrid 2. Socializing, culture and more

Compare your routine in Spain with the one in the States. Pros and cons.
Get familiarized with some aspects of the lifestyle of Madrid.
(Comparative/superlative/se impersonal structures)

Class: 2.4 Life in Madrid 2. Socializing, culture and more

Revision/Presentations/Test 1
Readings:
Gente que se lo pasa bien, Gente 2 + material extra – Aula Internacional 3, (U3)

Week 3

Class: 3.1 Life in Madrid 3. Gastronomy/Healthy lifestyle

Students will write a blog entry describing some of the most typical Spanish dishes, talking about Spanish food and giving advice on healthy habits.
Talk about the food you (dis)like and your eating habits. Justify your decision.
Get familiarized with different Spanish meals and the way they are cooked.
Elaborate a healthy meal plan for the week.

Class: 3.2 Life in Madrid 3. Gastronomy/Healthy lifestyle

Order at a restaurant/bar
Learn how to complain politely at a bar/restaurant. Record a short tutorial on Spanish manners/useful tips at the table/at a bar.

Class: 3.3 Life in Madrid 3. Gastronomy/Healthy lifestyle

Give advice on how to have a healthier lifestyle and how to avoid illness.
Create an awareness campaign.

Class: 3.4 Life in Madrid 3. Gastronomy/Healthy lifestyle

Revision/Presentations/Test 2
Readings:
Gente que come bien, Gente 1
Gente en forma, Gente 1
Gente sana, Gente 2

Week 4

Class: 4.1 Life in Madrid. Practicalities/Services

Students will write an open letter complaining about a service or a product in an organized fashion and using the appropriate structures and linking words to create more complex sentences.
Get to know different shops, products and services in Madrid. Give your opinion on their possibilities of success, quality, prices, service, etc. Role play at a shop.

Class: 4.2 Life in Madrid. Practicalities/Services

Ask information about a product, service. Debate on its utility. Write a customer complaint about a product/service you bought.

Class: 4.3 Life in Madrid. Practicalities/Services

Recognize, understand more and more complex texts: ads, news, articles, etc.

Design/write your own commercial on a feature/service/product typical from Madrid.

Class: 4.4 Life in Madrid. Practicalities/Services

Revision/Presentations/Test 3

Readings:
Gente de compras, Gente 1
Gente con ideas, Gente 2
Gente que opine, Gente 2

Week 5

Class: 5.1 My experience in Madrid. My memories

Students will write and share a real or invented anecdote about their stay in Madrid using the past tense, focusing on the impact that living in Madrid had on them.

Discuss about Tourism in Spain. What kind of traveler are you? Talk about some of your travelling experiences you have had in Spain. (Revision: time expressions, preterit, linking words) Gather and present the most memorable experiences.

Class: 5.2 My experience in Madrid. My memories

Info share: Interview a partner about their stay in Madrid (e.g. Places you have visited, food, best moments, etc.) Practice how to share anecdotes and show interest in what the other person is saying (linking words to show cause and consequences, past tenses)

Class: 5.3 My experience in Madrid. My memories

Make a list of ways you've changed and justify your answers. Describe the impact of your experience living in Madrid (Revision: time expressions, preterit, imperfect, linking words)

Class: 5.4 My experience in Madrid. My memories

Revision/Presentations/Test 4

Readings:
Aula Interacional 3 (U8)
Gente y fechas, Gente 1
Gente e historias, Gente 1

Week 6

Class: 6.1 After Madrid. My plans.

Students will write a Diary narrating what plans do they have once their stay in Madrid is over. For that purpose, they will have to use the future tense and justify their opinions.
Create a bucket list of things you still want to do before leaving Madrid and share it with the group; justify your opinions.

Tally for the most popular answers (Future tense, justifications ‘porque’...).

Class: 6.2 After Madrid. My plans.

Make a personal statement about your future plans and your classmates’.

Formulate future hypothesis about what they will be doing after the course. (Future tense and subjunctive).

Class: 6.3 After Madrid. My plans.

Revision

Class: 6.4 After Madrid. My plans.

Presentations/ Final Test

Readings:

Gente que viaja, Gente 1

Gente que opine, Gente 2

Course Materials

Readings

Textbook

- Aula Internacional 2-3, GBE
- Gente de Hoy 1
- Gente de Hoy 2
- Booklet with key grammar points

Additional Readings

- Martín Peris, Ernesto; Sans Baulenas, Neus; Martínez Gila, Pablo: Gente de Hoy 1, curso de español basado en el enfoque por tareas. Editorial Difusión, Barcelona, 2013.
- Martín Peris, Ernesto; Sans Baulenas, Neus; Martínez Gila, Pablo: Gente de Hoy 2, curso de español basado en el enfoque por tareas. Editorial Difusión, Barcelona, 2014.
- Alonso Raya, Rosario; Castañeda Castro, Alejandro; Martínez Gila, Pablo; Miquel López, Lourdes; Ortega Olivares, Jenaro: Gramática Básica del estudiante de español. Editorial Difusión, Barcelona, 2006.