



## CIEE Buenos Aires, Argentina

<b>Course title:</b>	Communicative Spanish Language
<b>Course code:</b>	SPAN 0001 BAAR
<b>Programs offering course:</b>	Summer in Buenos Aires
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	1
<b>Contact hours:</b>	15
<b>Term:</b>	Summer Session II 2020

### Course Description

This course is designed for students of all Spanish levels. The goal of this language course is to bring students to communicative competency in the Spanish language and to facilitate their immersion in a Spanish-speaking environment. The course provides the linguistic tools necessary for students to make themselves understood as well as to enable them to gain a better understanding of the way of life and cultural experience in Buenos Aires. Successful communication is the main goal. Students will be exposed to different authentic material to best create communicative strategies, adapt to the local variety and improve their understanding and production of the Spanish language in oral and written form.

### Learning Objectives

By completing this course, students will:

### Methods of Instruction

### Assessment and Final Grade

TOTAL	0%
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### Course Requirements

#### Attendance

#### Weekly Schedule

##### **Week 1**

Class 1.1 Introductions

By the end of this class, the students will be able to introduce themselves, spell their own names for clarification when necessary, ask typical questions for introduction and give simple short answers. The key vocabulary of this class will vary depending on students' needs. For grammar, a brief explanation of structures of simple questions and short answers will be provided.

Class 1.2 We Love Eating

Students will report to class the different kinds of conversations they had with local people. They will explain what happened, share their use of the sentences learned in class, and any other expressions or words. They will also introduce cultural aspects

they noticed during the conversations, such as gestures and other body language. Aspects of Argentinian culture relating to food and eating, such as eating habits, meal times, and typical dishes, will be discussed. Students will engage in an in-class role play imitating a situation in a restaurant and/or otherwise related to food and eating habits. Students will also tour together a local fruit and vegetable street market, getting hands-on practical experience in asking questions and using the vocabulary learned in class.

Due: In Class Assignment 1 & Homework assignments:

- Attempting a conversation in Spanish with local people (someone from CIEE, someone in the neighborhood, someone they met), taking notes and reporting on the conversation in the following class.
- Going to a supermarket or grocery store and bringing a volante (insert or flyer) to class.

**Week 2**

Class 2.1 Solving Problems

The main goal of this class is to provide simple phrases that will be useful to solve problems. Some sentences like “Tengo un problema” “¿Puede ayudarme?” and verbal forms such as “Necesito / Tengo que/ No puedo / No encuentro / No tengo” will be introduced. Typical, frequently occurring problems will be discussed, specific language structures will be presented and practiced through role plays. The students will also learn very basic, frequently needed abbreviations.

Due: Quiz 1 & Homework Assignment:

- Food project: take pictures of food in a restaurant or market; research the names, ingredients and other information about the new food; share the pictures and the information found in a discussion group before the next class.

Class 2.2 Buenos días, Buenos Aires

By the end of this class students will be able to read addresses in Spanish, ask questions about the location of stores, streets, and places in the city, especially in the neighborhood they live and study in. Maps or apps will be useful to help students visualize and learn more about the city they are in. The class will be run mainly on the street, to involve the students in real-life situations. Some grammar notions will be introduced: prepositions and article before names of places, gender of certain names of places and neighborhoods in Buenos Aires, and the structure of frequently asked questions (“¿Dónde queda? / ¿Dónde está?”). On the excursion, the students will form small groups and go to various shops in the neighborhood (buying pharmacy products; exchanging money; purchasing groceries; inquiring about movie times and entrance tickets to a popular tourist attraction, etc.)

Due: Quiz 2 & Homework Assignment:

- During the week, take turns pretending to need help with something and send a text message to the class group using social media. Give suggestions and comments in Spanish to help each other. The instructor will monitor and provide help if necessary.

### Week 3

#### Class 3.1 ¿Cómo llego?

The students will work in groups sharing maps and practicing together language learned in previous lessons. The session's focus will be on how to ask for directions. The goal is to be able to understand directions in Spanish and ask for clarification or check information. Another key issue to be explored in this class is how to use public transportation in the city. Students will focus on phrases and keywords in possible questions and answers, such as numbers, names of neighborhoods or places.

Due: In Class Assignment 2 & Homework assignment:

- Matching exercises on vocabulary.
- Group Project (in pairs or trios): gather key information about the most popular neighborhoods in Buenos Aires (San Telmo, Puerto Madero, Palermo, Boedo, Belgrano, etc.) and organize a visit for the whole class. Each project will be presented to all students, who will then choose one for their visit.

#### Class 3.2 Fashion and Shopping

The students will work with magazines and newspapers describing and comparing the fashion industry in Buenos Aires. The session's focus will be on how to describe people. The goal is to be able to compare clothing, style and looks in Spanish, as well as to show taste and likes.. Another key issue to be explored in this class is how beauty and looks differ in different countries and what the particularities of Argentine and Latin American culture are. Students will focus on phrases and keywords in possible questions and answers, such as colors, clothing pieces, physical aspects, etc.

Due: In Class Assignment 3 & Homework assignment:

- Matching exercises on vocabulary and clothing game and role-play.
- Students will be asked to fill an interview form for different shopping places. This will include pricing list, description of shops and outfits. They will also recreate an interaction on buying and selling.

### Week 4

#### Class 4.1 Holidays and Attractions

The students will work in groups sharing trip advisor blogs and brochures. The session's focus will be on how to create a trip in Argentina. The goal is to be able to express tastes and likes of different landscapes and attractions, and ask for clarification or check information. Students will compare the different regions of Argentina and compare them to other ones they know.

Due: Quiz 3 & Homework assignment:

- Matching exercises on vocabulary.
- Group Project (in pairs or trios): present a special location or attraction seen in Argentina or Buenos Aires. Make a visual and oral presentation of curious places and experiences.



Class 4.2 Final Project: Living and Learning in Buenos Aires

Students will develop an oral presentation using the most relevant structures and lexical elements for successful communication with regards to the selected topic. They will have to describe, narrate, compare, ask questions and give answers, provide explanations and make excuses, and explain what they need or what they are looking for. Topic options include: Lost in the city; Keep calm and eat asado; Dancing tango in San Telmo; Shopping at Palermo; I need a coffee.

Due: Homework Assignment:

- Matching exercises on vocabulary and the questions
- Visit Retiro Station and complete a questionnaire about how to get to key places in the city from there.

**Course Materials**