4-WEEK IMMERSION COURSES
7 LANGUAGES • 20 DESTINATIONS

CIEE LANGUAGE & CULTURE CURRICULUM

Exceptional Gains in Language Proficiency
- Differentiated courses align to ACTFL standards.
- Communicative, task-based approach in an immersion setting produces exceptional gains.

Interactive Classes with Real-World Application
- Lively 3-hour classes – Dynamic instructors, all native speakers, get students talking in pairs and groups as they carry out daily tasks and weekly projects related to themes with teen appeal.
- Adventurous afternoons – Program Leaders, all certified U.S. world language teachers, motivate students’ participation in authentic conversations in the community, resulting in real-world application of language learned that day in class.
- Homestay – Conversation starters related to the day’s lesson spark meaningful conversations that deepen cultural understanding.

Rich Pathways to the Host Culture
- Daily cultural activities and weekend excursions immerse students in the host culture, broadening horizons and building cultural appreciation.
- Examples include culinary workshops, dance classes, visits to local museums, and weekend excursions to nearby towns and attractions.

Accessible, Authentic, Personalized Learning
- Students’ performance on the Avant STAMP 4S language test and oral interviews determine placement into an appropriate level.
- “Triple-A rated” resources — all authentic, accessible and age-appropriate — capture interest and keep it high.
- Daily reflection journals and self-assessment with Can-Do Statements enhance personal growth.

College Credits
- Tulane University can grant college credit for all levels of the CIEE Language & Culture courses.

CIEE Course ACTFL Levels
| Introductory | Novice Low / Novice Mid |
| LEVEL 1 | Novice High / Intermediate Low |
| LEVEL 2 | Intermediate Mid / Intermediate High |
| LEVEL 3 | Advanced Low / Advanced High |

AVERAGE GROWTH IN LANGUAGE PROFICIENCY*

1 MONTH WITH CIEE = 1 YEAR OF HIGH SCHOOL

24/7 IMMERSION

HOMESTAY
INSTRUCTOR
LOCAL PEERS & COMMUNITY
PROGRAM LEADER
LEARNER

From sunrise to sunset, the communicative coursework and engagement with the local community and the homestay combine to achieve language growth.

**SPANISH LEVEL 2 – SEVILLE**

**4-WEEK CURRICULUM AT A GLANCE**

**THEME:** Identity  
**Project:** Create a Personal Profile

- **DAY 1:** Orientation
  - TASK 1: Get to Know People and Meet Up at a “Party”
  - TASK 2: Collect and Report Data for a Club Profile

- **DAY 2:** Thematic Daily Schedules
  - TASK 1: Compare Daily Schedules

- **DAY 3:** Describe Rooms and Give a Home Tour
  - TASK 1: Create and Present a Family Tree
  - TASK 2: Describe the Host Family

- **DAY 4:** Tell About Yourself
  - TASK 1: Tell About Spanish Culture

- **DAY 5:** Identity Project: Create a Photo Gallery on Spanish Culture
  - TASK 1: Give Follow Directions to Cultural Sites
  - TASK 2: Persuade a Friend to Attend a Cultural Event

**THEME:** Discovery  
**Project:** Create a Neighborhood Tour in Seville (multimedia slideshow)

- **DAY 11:** Orientation
  - TASK 1: Rate and Compare Experiences in Spain
  - TASK 2: Restaurant and Street Art

- **DAY 12:** Find a Neighborhood Tour in Seville
  - TASK 1: Work in a Local Restaurant
  - TASK 2: Plan a Street Interview

- **DAY 13:** Personal Profile in a “Party”
  - TASK 1: A Day in the Life of a Friend
  - TASK 2: Plan a Street Conversation

- **DAY 14:** Report the Curious History of a Seville Monument
  - TASK 1: Tell About a Seville Neighborhood
  - TASK 2: Rate and Compare Experiences in Spain

**THEME:** Personal Growth  
**Project:** Create a Study Abroad Album

- **DAY 16:** Create a Study Abroad Album
  - TASK 1: Create a Study Abroad Album
  - TASK 2: Rate and Compare Experiences in Spain

- **DAY 17:** Intervene in a Study Abroad Experience
  - TASK 1: Make a List: What You’ve Learned
  - TASK 2: Make a Touchstone of Your Future

- **DAY 18:** Summary and Reflection
  - TASK 1: Make a Personal Statement About Your Future
  - TASK 2: A Day in the Life of a Friend

- **DAY 19:** STAMP TEST
  - TASK 1: Discuss the Impact of Your Summer Abroad
  - TASK 2: Make a Personal Statement About Your Future

**INSTRUCTIONAL APPROACH**

Communicative, task-based, and scaffolded with real-world application. For a typical day, see next page!

**AUTHENTIC RESOURCES**

All classroom tasks use carefully curated, “Triple A-rated” resources (authentic, accessible, and age-appropriate) that are visually appealing and localized for each program to promote a deeper understanding of language and culture, even at the novice level.
SPANISH LEVEL 2 - SEVILLE

Interactive classes are combined with community and homestay connections that put the day’s lesson to work.

LANGUAGE CLASS
Students learn and try out:
• Functions: Conduct a transaction; Express likes and dislikes; Dramatize a dinner at a local restaurant
• Vocabulary: Restaurant words; Foods
• Language: Present-tense verbs (ordering, paying)

COMMUNITY CONVERSATION
At a local restaurant, students:
• Apply the functions, vocabulary, and language from the day’s lesson
• Converse with wait staff
• Take photos and make food notes for their Project Contributions

CULTURAL ACTIVITY
Students connect the day’s lesson with the cultural context as they:
• Participate in a culinary workshop in the target language
• Learn how to cook local dishes

HOMESTAY CONNECTION
Evening conversations related to cuisine reinforce the day’s lessons. Students might:
• Talk about a typical tapa from the region and even make it together
• Share good and bad restaurant experiences
• Compare foods for holidays in the U.S.A. and Spain

From Seville Level 2: Day 13
Week 3 / Day 13 Warm-Up

**Warm-Up — Tastes of Spain**

Spark interest and gauge prior knowledge on food and dining customs in Spain. Students view clips of two local restaurants and discuss similarities and differences across cultures.

**Lesson Sequence**

**WARM-UP**

**TASK 1**

**WARM-UP**

**TASK 2**

**WRAP-UP**

**DAY 13 RESOURCE FOLDER**

**RESOURCES**

- Discuss a Topic: Mention that a favorite part of any neighborhood is a great restaurant or tapas bar, and that students will work in small groups to discuss this topic: “¿Cómo son los restaurantes de España?” Project the Discussion Questions to prompt the use of past-tense verbs in the preterite. Form groups of 3 and give groups 5 minutes to discuss. Circulate to participate in each group as students answer the questions.

**Look Inside Two Restaurants:** Working again with the entire class, encourage cultural comparison. Ask: “¿Se parecen los restaurantes de España a los de EE. UU.? ¿En qué se diferencian?” Then play the video. Invite students to comment on the dishes being prepared at El Rinconito. Ask: “¿Se ven apetitosos?” “¿Contiene ingredientes que te hacen piar?” Move back through frames of the video, freezing at 0:56 on the list of tapas at La Bula. Ask students if they have tried any of these tapas, and ask them to describe ones they know.

Then, freeze frames that show different food dishes and ask students to name as many ingredients as they can. Use their responses to gauge the extent and complexity of the food vocabulary students have acquired, and use the Flex Time today to widen their vocabulary for foods.

Day 3: Warm-Up

**Tasties of Spain**

Estimated time: 20 min.

**REVIEW OBJECTIVES**

- A look inside two restaurants in Seville—El Rinconito and La Bula: (0:00–1:21)

**WARM-UP ACTIVITY**

- Discuss a Topic: Mention that a favorite part of any neighborhood is a great restaurant or tapas bar, and that students will work in small groups to discuss this topic: “¿Cómo son los restaurantes de España?” Project the Discussion Questions to prompt the use of past-tense verbs in the preterite. Form groups of 3 and give groups 5 minutes to discuss. Circulate to participate in each group as students answer the questions.

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Then, freeze frames that show different food dishes and ask students to name as many ingredients as they can. Use their responses to gauge the extent and complexity of the food vocabulary students have acquired, and use the Flex Time today to widen their vocabulary for foods.

**DISCUSSION QUESTIONS**

1. ¿Qué comida probaste por primera vez en Seville? ¿Qué piensas?
2. ¿Qué es un tapas y dónde se come un tapas? ¿Cuál es el origen del tapas?
3. ¿Para qué comen tapas? ¿Cómo son diferentes?
4. ¿Qué hacen los restaurantes el fin de semana? ¿Cómo se celebra el fin de semana?
Task 1 — Dramatize a Dinner at a Local Restaurant

Students learn how to order and ask for the check at a restaurant. They role-play placing orders and requesting the check, collect expressions for likes and dislikes, and then dramatize a restaurant scene in small groups.

**Authentic Resources** — Real menus from a real restaurant in Seville

**Objective**
- Express social niceties (policies)
- Use formal and informal language
- Express likes and dislikes
- Dramatize

**Day 13 Resource Folder**
- 1. About 10 copies of the same menu from a local restaurant (real menus) or, if you don't have printed menus, distribute copies of the menu in the Handouts folder
- 2. Interior photo of the restaurant for a backdrop to the dinner skit

**Activity Sequence**

1. Set the Scene
   - Comment on how a tour of any city includes a stop at a restaurant for a tasty meal. Tell students they will look at a menu from a local restaurant. Distribute the printed menus (Resource 1) and have students note the restaurant's name. Find the lapas bar on a map or go to its website to show students what its exterior and interior look like.
   - Use the pictures to teach restaurant vocabulary. For example:
     - Point out a waiter and say: “Este es el camarero. Está hablando con los clientes y lleva la comanda a la cocina.”
     - Tell them this restaurant will be the setting for several dramatizations they do today.

2. Model How to Place an Order
   - Invite students to look over the menus and ask questions about the foods and dishes they may not know. Clarify vocabulary and talk about dishes typical of Spanish culture.
   - Point out that there are many ways to place an order. But in all cases students should use the usted form (and not the tú form) with the waiter. Ask students: “¿Por qué?” (Answer: They are talking to someone they do not know well and need to show respect.)
   - Then, model placing an order for different dishes on the menu. When you model expressions with querer and poder, explain the difference for politeness between Quiero/Querría and Puedo/Podría.

3. Role-Play Placing an Order
   - Display LANGUAGE MODEL 27 and read the ways to place an order (column 1). Take the role of the waiter and have students use an expression to place an order from the menu. Respond to the orders with language typically heard in a restaurant:
     - Waiter: ¿Me traen el pulpo asado? / Naturalmente. / Ahora mismo.
     - Student: Claro que sí. Con mucho gusto. / Naturalmente. / Ahora mismo.

4. Collect Expressions for Likes and Dislikes
   - Ask: “¿Por qué?” (Answer: They are talking to someone they do not know well and need to show respect.)
   - Then, model placing an order for different dishes on the menu. When you model expressions with querer and poder, explain the difference for politeness between Quiero/Querría and Puedo/Podría.

5. Collect Expressions for Likes and Dislikes
   - Display LANGUAGE MODEL 27 (column 2) to model various expressions for requesting the check. Then go around the room and have students ask you for the check without repeating the phrase used by a prior student.
   - Respond with language that students are likely to hear from a waiter.

6. Dramatize a Dinner
   - Form groups of three to create a dinner skit. Two students will play the role of diners, and one will play the waiter. Groups should choose a scenario or create one of their own and write their script for the skit. A few possible scenarios are:
     - The diners haven't seen each other in five years and want to order something special.
     - The restaurant has run out of everything the diners want . . . almost!
     - Partners take

**Classroom dramatization**

Seville Level 2: Day 13 Task 1
Task 2 — Yesterday & Today: Bring a Worker’s Story to Life

Students hear about the life of a chef and the lives of other workers in Seville, and then take the role of a sevillano worker and tell his or her life story using preterite and imperfect tenses.

Making connections:

• Ask students if they have ever worked in a restaurant, and if they have had to make the bed at home. Ask about other events that students remember. (Remember to play the video before students work on this activity.)

ACTIVITY SEQUENCE

1. Meet a Chef Tell students they will watch a video about a woman who is now the chef at a restaurant in Madrid. The story of how she got there is unusual. Ask students to watch the video and to find out the story of her life up to now. Play the video of the interview with María Marte in Resource 1. Clearly vocabulary that students did not understand and play the video again.

2. Role-play cards spark the natural use of the targeted structures, preterite and imperfect. After playing the video, show the role-play cards. Discuss the events described on each card using preterite and imperfect. (Example: El año pasado en tu cumpleaños, ¿qué hiciste? [Answer: Fui al parque, paseé con mis amigos y comí un helado.] La semana pasada, ¿qué hiciste? [Answer: Fui al barrio, compré pan y había una multitud en la calle.]


4. Take the Role of a Sevillano and Tell About Your Past From two groups. Students choose one of the workers to impersonate and plan a presentation in which they recount their personal history. They should refer to the questions under the profile and imagine other details of the person’s life, making up the best and worst events.

5. Students in each group then take turns presenting his or her personal history. Remind students to use time words that convey the sequence of life events.

DAY 13 / TASK 2

Yesterday & Today: Bring a Worker’s Story to Life

OBJECTIVES

Functions
• Declarative (actions)
• Giving information (sequence)
• Describing (personal history of a worker)

Vocabulary
• Occupations
• Actions
• Time words (antes, después, luego, por principio, primero, último)

Language
• Pass-tense verbs (preterite, imperfect)
• Present-tense verbs

MATERIALS

Worker Profiles for the role play: Ayer y hoy en los barrios de Sevilla

WRAP-UP

WARM-UP

TASK 2

WRAP-UP

LESSON FOLDER

DAY 13 / TASK 2

Yesterday & Today: Bring a Worker’s Story to Life, continued

Estimated time: 45 min.

RESOURCE FOLDER

DAY 13 RESOURCE FOLDER

LANGUAGE MODEL 28

¿Qué hace durante su tiempo libre?  ¿A qué se dedica hoy?  ¿Qué trabajos hizo después?  ¿A qué se dedicaba María Marte antes de trabajar como cocinera?  ¿Qué hace durante su tiempo libre?  ¿A qué se dedica hoy?  ¿Qué trabajos hizo después?  ¿A qué se dedicaba María Marte antes de trabajar como cocinera?

LANGUAGE MODEL 29

¿Quién fue tu peor cliente? ¿Por qué?  ¿Y el peor día? ¿Qué pasó?  ¿Qué haces hoy en la floristería?  ¿Quién fue tu peor cliente? ¿Por qué?  ¿Y el peor día? ¿Qué pasó?  ¿Qué haces hoy en la floristería?

LESSON FOLDER

DAY 13 RESOURCE FOLDER

SPANISH LEVEL 2 — SEVILLE
**ASSESS**
As a quick-check on understanding, each student expresses likes and dislikes and orders foods from a tapas menu.

**RESOURCES**
- Tapas menu

**Wrap-Up Activity**
1. **Quick-Check on Understanding** Display the tapas menu. Working in small groups, students take turns expressing likes or dislikes and ordering from the items on the board. For example, Mi amigo los pimientos del Padrón. Me gustaría pedir las patatas bravas. Circulate and continue until you have heard each member of the group place an order.

2. **Real-World Application** Working in partnership with the Program Leader, project the assignment sheets and briefly introduce today's opportunities for authentic communication in the community and at home:
   - **Misión Ñ: Comunidad** Review the meet-up info, the focus of today's conversations in the community, and how students are to document what they do.
   - **Misión Ñ: Familia** Review ideas for tonight's conversation at your homestay.

3. **Reflection Journal** Remind students to record their reflections in Canvas in response to at least three of this week's prompts.

**DAY 13 / WRAP-UP**

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**Seville Level 2: Day 13 Wrap-Up**

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**IMMERSION IN THE HOST CITY**

"This is the ideal classroom right here. If we could actually bring this back to the United States, it would be perfect, but you can't. That’s why it’s so special ... It’s incredibly intensive, both emotionally, physically, but also from a learning perspective because the students take all that they get in the classroom and then immediately apply it in their real lives, in the target culture."

— Candace Black
Director of World Languages, Office of Bilingual Education World Languages, New York State Education Department, Albany, NY

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**APPLICATION IN THE REAL WORLD**
Students head out of the classroom and into a world of authentic conversation as they engage in:
- Community Conversations (see p. 14)
- Conversations at their homestay (see p. 15)
Handouts support the real-world application of the language used in the day's lesson.

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**REFLECT**
Students keep a Reflection Journal in which they respond to reflection prompts each week (see p. 16).
REAL-WORLD APPLICATION

COMMUNITY CONVERSATIONS

Use new language from the day's lesson in authentic communication.

On Day 13, students use language learned in class for ordering food, conversing with the wait staff, asking for the check, and expressing likes and dislikes.

On Day 13, students talk with the host family about anything related to food. As examples, they might find out about a favorite family recipe, describe their best and worst meals in restaurants, or compare foods typical of celebrations in Spain and the U.S.

SEVILLE LEVEL 2: DAY 13 COMMUNITY CONVERSATIONS HANDOUT

IMPORTANTE: Tus fotos y notas son una contribución para tu proyecto.

1. Tomad fotos de la comida y escribe notas para todo lo que comes.
2. Prepara para pedir algo y expresa tus gustos sobre las comidas. ¿Qué no te gusta/gustan el/la/los/las ___?
3. ¿Qué platos son caseros?
4. Observa la carta y conversa con el camarero sobre lo que recomienda.
5. Personalmente, ¿cuál es tu/su cosa favorita del menú?

Para documentar tu conversación
- Envía una foto de las fotos que hayas tomado en el restaurante.
- Envía una foto de la carta de comidas.
- Envía un video de tu conversación con el camarero.
- Envía fotos de la comida que estés comiendo.
- Envía un vídeo de tu conversación con el camarero.

Recuerda: Ojo con tu cámara, móvil y cosas de valor.

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PATHWAYS TO THE HOST CULTURE

REFLECTION JOURNAL

Deepen insights with time for reflection.

Students respond to reflection prompts to encourage them to reflect on cultural differences, their interactions with the local community, and their language learning. Once a week, Program Leaders hold debriefs for students to share their perspectives and deepen insights.

SAMPLE JOURNAL PROMPTS

• On cultural differences: “What are some cultural norms and values that you see here that you appreciate or connect with—ones that you don’t see back home? Why do you think that is?”

• On interactions with the local community: “What are 4 idiomatic or common phrases that you have heard native speakers use over and over again in the host culture? These might be phrases that you heard in your homestay. What do they mean? In which situations are they used? Why do you think these phrases are used so often in the host culture?”

• On language learning: “Describe one or two ways in which you have grown personally or academically on the program. What moments or discoveries led to that growth?”

DAILY CULTURAL ACTIVITIES

Connect the day’s lesson with the local cultural context.

On Day 13, students join a local cook for a culinary workshop downtown, where they learn how to make tortilla española.

WEEKEND CULTURAL EXCURSIONS

Travel to unique geographic and cultural sites of the region, such as this visit to the Alhambra in Granada, and learn about their history and impact on the host country.
Growth in CIEE’s language programs is measured through a pre-post administration of the STAMP 4S assessment by Avant, using matched cases.

The composite score reflects performance in listening, speaking, reading, and writing. The communicative, task-based approach in an immersion setting produces exceptional gains.

### Average Growth in Language Proficiency*

<table>
<thead>
<tr>
<th>Language</th>
<th>Growth (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>15%</td>
</tr>
<tr>
<td>German</td>
<td>20%</td>
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<tr>
<td>Mandarin</td>
<td>16%</td>
</tr>
<tr>
<td>Spanish</td>
<td>8%</td>
</tr>
</tbody>
</table>

*Based on composite score data for CIEE Global Navigator High School Summer Abroad language programs from 2016-2018. Since students at earlier stages of language proficiency make greater gains more quickly than students at more advanced stages, it is not appropriate to compare percentage growth across languages. For example, 60% of the 2017 German students were at the beginner level, while only 24% of those in the Spanish courses were beginners. Arabic results are not included due to an insufficient number of matched cases.

### Average Growth in Language Proficiency**

The average growth for students in a 1-month CIEE program approaches or exceeds the national average growth that students achieve in 1 year of a high school world language course.


### Student Self-Assessment of Growth

93% of students report improved language use in a pre-post survey of performance on the ACTFL "Can-Do Statements.*

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CIEE’S CUSTOMIZED CURRICULA

We customize language instruction all over the world...

- Unique curriculum at each site, adapted to local culture, history, language, and regionalisms
- Authentic resources (video, audio, text, graphics, etc.) drawn from local sites
- Local interactions, experiences, and excursions

...But one thing stays the same: Immersion—CIEE Style!

- Communicative, task-based approach
- Classes differentiated by level with authentic, accessible and age-appropriate resources
- Interactive language learning with real-world application
- Rich pathways to the host culture, including rewarding home stays, cultural activities, and excursions
- Workshops in intercultural competence for intentional cultural insights
- Personal growth through an unforgettable experience