

cíee<sup>®</sup>

GLOBAL NAVIGATOR  
High School Study Abroad

Council on International  
Educational Exchange™

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Founded in 1947, CIEE is the nonprofit world leader in international education and exchange, delivering the highest-quality programs that increase global understanding and intercultural knowledge. We provide participants with skills, competencies, and experiences that elevate their ability to contribute positively to our global community.

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GLOBAL NAVIGATOR  
High School Study Abroad



LANGUAGE & CULTURE  
CURRICULUM SAMPLER

Spanish level 2 | Intermediate mid / high



[ciee.org/hsteachers](https://ciee.org/hsteachers)

# 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 Mid

AVERAGE GROWTH IN  
LANGUAGE PROFICIENCY\*

**1 MONTH** = **1 YEAR**  
WITH CIEE OF HIGH SCHOOL



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

\*Based on composite score data for CIEE Global Navigator High School Summer Abroad language programs from 2016-2018. National averages derived by Avant from high school language proficiency assessments administered nationally in 2016-2017.

**THEMES**  
A new and relatable theme each week

## WEEK 1

Theme: **Identity**

**THE WEEK AT A GLANCE**  
Project: Create a Personal Profile

	Authentic Tasks	Project Connections
DAY 1	<b>Orientation</b>	
DAY 2	TASK 1: Get to Know People and Meet Up at a "Party" TASK 2: Collect and Report Data for a Class Profile	<b>PROJECT LAUNCH</b> & Contribution 1: Personal Description
DAY 3	TASK 1: Compare Daily Schedules TASK 2: Describe Rooms and Give a Home Tour	Contribution 2: Daily Schedule of Activities in Spain and the USA Contribution 3: Photos and Descriptions of the Seville Home
DAY 4	TASK 1: Create and Present a Family Tree TASK 2: Describe the Host Family	Contribution 4: Family Tree and Facts About Family Members Contribution 5: Host Family Picture and Description
DAY 5	TASK 1: Tell About Yourself	<b>PROJECT SHARE:</b> • <b>Presentation Station</b> Present the Personal Profiles • <b>Conversation Station</b> Write anonymous bio-poems and guess the authors

## WEEK 3

Theme: **Discovery**

**THE WEEK AT A GLANCE**  
Project: Create a Neighborhood Tour in Seville (multimedia slideshow)

	Authentic Tasks	Project Connections
DAY 11	TASK 1: Rate and Compare Experiences in Spain TASK 2: Plan a Neighborhood Tour in Seville	<b>PROJECT LAUNCH</b> & Contribution 1: Opening Slide with Title
DAY 12	TASK 1: Role-Play Shopping at a Street Market TASK 2: Report the Curious History of a Seville Monument	Contribution 2: Neighborhood Scenes and Descriptions Project Contribution 3: Monument Photo and History
DAY 13	TASK 1: Dramatize a Dinner at a Local Restaurant TASK 2: Yesterday & Today: Bring a Worker's Story to Life	Contribution 4: Scenes and Written Impressions of a Local Restaurant
DAY 14	TASK 1: Pass Along a Street Story TASK 2: Investigate and Predict Seville's Future	Contribution 5: Recording of a Street Interview
DAY 15	TASK 1: Report on a Seville Neighborhood	<b>PROJECT SHARE:</b> • <b>Presentation Station</b> Present the Neighborhood Tours • <b>Conversation Station</b> Role-play a conversation between a local and a visitor to a Seville neighborhood

### INSTRUCTIONAL APPROACH

Communicative, task-based, and scaffolded with real-world application

For a typical day, see next page!

## WEEK 2

Theme: **Creativity**

**THE WEEK AT A GLANCE**  
Project: Create a Photo Gallery on Spanish Culture

**PROJECTS**  
A weekly project that participants develop across the week and share with their peers on Fridays

	Authentic Tasks	Project Connections
DAY 6	TASK 1: Give and Follow Directions to Cultural Sites TASK 2: Persuade a Friend to Attend a Cultural Event	<b>PROJECT LAUNCH</b> & Contribution 1: Postcard Collage and Promotional Caption
DAY 7	TASK 1: Tell What Happened in a Short Film TASK 2: Rate Movies and Share Your Opinions	Contribution 2: Movie and Event Poster Photos with Cultural Comments
DAY 8	TASK 1: Participate on a Panel of Music Judges TASK 2: List and Report Facts About Street Artists	Contribution 3: Opinions on Music from Spain Contribution 4: Opinions on Seville Street Art
DAY 9	TASK 1: Compete in a Quiz Show on Spanish Painters TASK 2: Solve an Artful Crime	Contribution 5: Images and Descriptions of Artwork by Spanish Masters
DAY 10	TASK 1: Tell About Spanish Culture	<b>PROJECT SHARE:</b> • <b>Conversation Station</b> Give information and express opinions on Spanish culture • <b>Presentation Station</b> Present the Photo Galleries, speed-dating style

## WEEK 4

Theme: **Personal Growth**

**THE WEEK AT A GLANCE**  
Project: Create a Study Abroad Album

	Authentic Tasks	Project Connections
DAY 16	TASK 1: Create a Bucket List TASK 2: Connect Across Cultures	
DAY 17	TASK 1: Interview a Partner About Study Abroad Experiences TASK 2: Make a List of Ways You've Changed	<b>PROJECT LAUNCH</b> & Contribution 1: Photos & Instagram Post with Captions Contribution 2: Before-and-After List
DAY 18	TASK 1: Make a Personal Statement About Your Future TASK 2: Convince a Friend to Study Abroad	Contribution 3: Video of the Personal Statement Contribution 4: Persuasive Email
DAY 19	<b>STAMP TEST</b>	
DAY 20	TASK 1: Discuss the Impact of Your Summer Abroad	<b>PROJECT SHARE:</b> • <b>Conversation Station</b> Participate on a study abroad panel • <b>Presentation Station</b> Present the Study Abroad Album

### 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

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

DAY 13



## 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)



From Seville Level 2: Day 13



## 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



- WARM-UP
- TASK 1
- TASK 2
- WRAP-UP

**WEEK OVERVIEW**

## WEEK 3

**Theme: Discovery**

### THE WEEK AT A GLANCE

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

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Featured in this LESSON SAMPLER

Seville Level 2: Week 3 at a Glance

## 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.



### WEEK 3 / DAY 13

#### THE DAY AT A GLANCE

#### HOY EN CLASE

Before students enter class, write the Day's **Agenda**. Review it at the start of class.

Language Class				
<b>WARM-UP</b> Tastes of Spain <small>p. 88</small>	<b>TASK 1</b> Dramatize a Dinner at a Local Restaurant <small>p. 89</small>	<i>Break</i>	<b>TASK 2</b> Yesterday & Today: Bring a Worker's Story to Life <small>p. 91</small>	<b>WRAP-UP</b> Assess, Apply, and Reflect <small>p. 93</small>
<small>20 min.</small>	<small>60 min.</small>	<small>20 min.</small>	<small>45 min.</small>	<small>15 min.</small>

**FLEX TIME** Insert these 20 minutes at any point to meet students' interests and needs. You might:

<ul style="list-style-type: none"> <li>Provide time for students to work on their Video Tour Projects, or extend the theme or a task, especially to share a cultural perspective.</li> <li>Start a conversation on an impactful experience that students just had.</li> <li>Research shows movement activates the brain. Do your students need to be energized? Take a <a href="#">Brain Break!</a></li> </ul>	<ul style="list-style-type: none"> <li>Review vocabulary or structures students are having trouble with. See the Game Bank, p. 140.</li> <li>Sing a song together, one that connects to the host culture. See the Song &amp; Lyrics Bank, p. 138.</li> <li>Play with cognates to show students how much Spanish they already know or invite students to share their language-learning strategies.</li> </ul>
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Misión Ñ: Comunidad <small>(Community Conversations—45 min)</small>	Misión Ñ: Familia <small>(Homestay Connection)</small>	Reflection Journal
<b>Order Food</b> Students, on their own time, go to an eatery, order food, converse with the waiter, and express likes and dislikes about food.	<b>Talk About Food</b> Students converse with the host family on any topic related to food. For example, they might ask for the recipe of a local <i>tapas</i> dish and prepare the dish together, describe restaurant meals and experiences, or describe popular holiday dishes.	Across the week, students respond to at least three reflection prompts of their choice.

Seville Level 2: Day 13 at a Glance

DAY 13 / WARM-UP Tastes of Spain Estimated time: 20 min.		
<p><b>REVIEW OBJECTIVES</b></p> <p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Give information</li> <li>Engage in discussion</li> <li>Compare and contrast</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Foods: <i>tapas</i>, <i>espinacas con garbanzos</i>, <i>bacalao</i>, etc.</li> </ul>	<p><b>RESOURCES</b></p> <p>✓ A look inside two restaurants in Seville—<i>El Rinconcillo</i> and <i>La Bulla</i>: (0:00–1:21)</p> <p style="text-align: center;"><b>WARM-UP ACTIVITY</b></p> <p><b>Discuss a Topic</b> Mention that a favorite part of any neighborhood is a great restaurant or <i>tapas</i> bar, and that students will work in small groups to discuss this topic: “<i>Los sabores de España.</i>” 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.</p> <p><b>Look Inside Two Restaurants</b> Working again with the entire class, encourage cultural comparisons. Ask: <i>¿Se parecen los restaurantes de España a los de EE. UU.? ¿En qué se diferencian?</i></p> <p>Then play the video. Invite students to comment on the dishes being prepared at <i>El Rinconcillo</i>. Ask: <i>¿Se ven apetitosos? ¿Contienen ingredientes que ya habéis probado?</i></p> <p>Move back through frames of the video, freezing at 0:58 on the list of <i>tapas</i> at <i>La Bulla</i>. Ask students if they have tried any of these <i>tapas</i>, and ask them to describe ones they know.</p> <p>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.</p>	<p><b>DAY 13 RESOURCE FOLDER</b></p> <p><b>DISCUSSION QUESTIONS</b></p> <div style="border: 1px solid #4a7ebb; padding: 5px; margin-bottom: 5px;"> <p style="color: #4a7ebb; text-align: center;">Los sabores de España</p> </div> <ol style="list-style-type: none"> <li>1. ¿Qué comida probaste por primera vez en Sevilla? ¿Te gustó?</li> <li>2. ¿Fuiste de <i>tapas</i> o fuiste a un restaurante aquí en Sevilla? ¿Cómo fue la experiencia?</li> <li>3. ¿Fuiste para comer o para cenar?</li> <li>4. En el restaurante, ¿pediste entrante? Y de primer plato, ¿qué pediste? ¿Pediste postre?</li> </ol>

Seville Level 2: Day 13 Warm-Up

- WARM-UP
- TASK 1
- TASK 2
- WRAP-UP

## 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



Classroom dramatization

DAY 13 / TASK 1	Dramatize a Dinner at a Local Restaurant	Estimated time: 60 min.
<p><b>OBJECTIVES</b></p> <p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Conduct a transaction (order a meal)</li> <li>Express social courtesies (politeness)</li> <li>Use formal and informal language</li> <li>Express likes and dislikes</li> <li>Dramatize</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Restaurant words: workers—<i>camarero, cocinero</i>, etc.; plates—<i>carta, entrantes, primer plato</i>, etc.; utensils—<i>cuchillo, servilleta</i>, etc.; <i>cuenta</i></li> <li>Foods; Dishes</li> <li>Ways to order food and ask for the check</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Present-tense verbs (to communicate in a restaurant)</li> <li>Conditional forms for politeness: <i>poder (podría), querer (querría), gustar (me gustaría)</i></li> </ul>	<p style="text-align: center;"><b>RESOURCES</b></p> <ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ 2. Interior photo of the restaurant for a backdrop to the dinner skit</li> </ul> <p style="text-align: center;"><b>ACTIVITY SEQUENCE</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Focus the Task:</b> Display the <i>Fijate</i> slide and say, “<i>Vas a aprender a pedir en un restaurante. Luego, vas a dramatizar una escena en un restaurante.</i>”</p> </div> <p><b>1. Set the Scene</b> 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 <i>tapas</i> bar on Yelp or go to its website to show students what its exterior and interior look like.</p> <p>Use the pictures to teach restaurant vocabulary. For example:</p> <ul style="list-style-type: none"> <li>Point out a waiter and say: “<i>Este es el camarero. Está hablando con los clientes y lleva la comanda a la cocina. Él les sirve la comida y les trae la cuenta.</i>”</li> </ul> <p>Tell them this restaurant will be the setting for several dramatizations they do today.</p> <p><b>2. Model How to Place an Order</b> 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.</p> <p>Point out that there are many ways to place an order. But in all cases students should use the <i>usted</i> form (and not the <i>tú</i> form) with the waiter. Ask students: “<i>¿Por qué?</i>” (Answer: They are talking to someone they do not know well and need to show respect.)</p> <p>Then, model placing an order for different dishes on the menu. When you model expressions with <i>querer</i> and <i>poder</i>, explain the difference for politeness between <i>Quiero/Querría</i> and <i>Puedo/Podría</i>.</p>	<p style="text-align: center;"><a href="#">DAY 13 RESOURCE FOLDER</a></p>

DAY 13 / TASK 1	Dramatize a Dinner at a Local Restaurant, continued	Estimated time: 60 min.				
<p><b>MATERIALS</b></p> <p>Tablets (Step 5)</p> <p>Optional props to create a restaurant scene: tablecloth or placemats, place settings, water glasses, etc. (Step 6)</p> <p>Tablets with Projects Slideshow file in Google Slides (Project)</p>	<p><b>3. Role-Play Placing an Order</b> 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:</p> <p><b>Student:</b> <i>Disculpe, señor, ¿me pone una ensalada mixta?</i>  <b>Waiter:</b> <i>Claro que sí. Con mucho gusto. / Naturalmente. / Ahora mismo.</i>  <b>Student:</b> <i>¿Me trae el pulpo asado, por favor?</i>  <b>Waiter:</b> <i>En seguida. Y de beber, ¿qué le traigo?</i></p> <p><b>4. Model and Role Play How to Ask for the Check</b> Read the examples on 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.</p> <p><b>5. Collect Expressions for Likes and Dislikes</b> Ask: “<i>¿Te gustan los langostinos al ajillo?</i>” Students who signal “thumbs up” form a “yes” group and list ways to express likes (e.g., <i>me flipa/n, me encanta/n</i>). Students who signal “thumbs down” form a “no” group and list ways to express dislikes (e.g., <i>detesto, me da/n asco, soy alérgico/a</i>). Compile their examples into a T-chart, and have students take a picture of the chart for their Vocabulary Banks.</p> <p><b>6. Dramatize a Dinner</b> 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:</p> <ul style="list-style-type: none"> <li>The diners haven't seen each other in five years and want to order something special.</li> <li>The restaurant has run out of everything the diners want . . . almost!</li> <li>The <i>tapas</i> arrive, and there is a fly right on top of one of the items.</li> </ul> <p>While groups are working, set up a “dining table” and props in front of the screen with a projection of the restaurant's interior (Resource 2). Then, it's showtime!</p> <p style="text-align: center;"><b>PROJECT</b> CREATE A NEIGHBORHOOD TOUR IN SEVILLE</p> <p><b>CONTRIBUTION 4</b> <b>Scenes and Written Impressions of a Local Restaurant</b> Partners take photos or videos in a restaurant and insert them in their Projects Slideshow file to create pages about neighborhood food venues. Then they write impressions of the food and the experience.</p>	<p style="text-align: center;"><a href="#">DAY 13 RESOURCE FOLDER</a></p> <p style="text-align: center;"><b>LANGUAGE MODEL 27</b></p> <p style="text-align: center;"><b>En el restaurante</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Para pedir un plato:</th> <th style="width: 50%;">Para pedir la cuenta:</th> </tr> <tr> <td> <ul style="list-style-type: none"> <li>¿Me pone ___ por favor?</li> <li>¿Me trae ___ por favor?</li> <li>Un / una ___ por favor.</li> <li>¿Me podría dar ___?</li> <li>¿Me podría traer ___?</li> <li>Quiero ___ por favor.</li> <li>¿Querría ___ por favor?</li> <li>Me gustaría tomar ___</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>La cuenta, por favor.</li> <li>Me dice la cuenta, por favor.</li> <li>Me trae la cuenta.</li> <li>¿Cuánto es?</li> <li>¿Me dice cuánto es, por favor?</li> <li>¿Puede cobrarse, por favor?</li> <li>¿Se cobra, por favor?</li> </ul> </td> </tr> </table>	Para pedir un plato:	Para pedir la cuenta:	<ul style="list-style-type: none"> <li>¿Me pone ___ por favor?</li> <li>¿Me trae ___ por favor?</li> <li>Un / una ___ por favor.</li> <li>¿Me podría dar ___?</li> <li>¿Me podría traer ___?</li> <li>Quiero ___ por favor.</li> <li>¿Querría ___ por favor?</li> <li>Me gustaría tomar ___</li> </ul>	<ul style="list-style-type: none"> <li>La cuenta, por favor.</li> <li>Me dice la cuenta, por favor.</li> <li>Me trae la cuenta.</li> <li>¿Cuánto es?</li> <li>¿Me dice cuánto es, por favor?</li> <li>¿Puede cobrarse, por favor?</li> <li>¿Se cobra, por favor?</li> </ul>
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WARM-UP

TASK 1

TASK 2

WRAP-UP

## 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.



Role-play cards spark the natural use of the targeted structures, preterite and imperfect.

**Ayer y hoy en los barrios de Sevilla**

<p>Eres <b>Carmen</b>, tienes 22 años, y eres la dependienta de la floristería en la avenida de las Ciencias. Eres la hija de un florista y tu padre trala flores desde Holanda. Te has criado entre flores desde los 3 años.</p> <ol style="list-style-type: none"> <li>¿Cómo era la floristería al principio?</li> <li>¿Con quién trabajabas?</li> <li>¿Cuál era tu rutina diaria?</li> <li>¿Cuál fue tu mejor día en el trabajo? ¿Por qué? ¿Qué pasó?</li> <li>¿Y el peor día? ¿Qué pasó?</li> <li>¿Qué haces hoy en la floristería?</li> </ol>	<p>Eres <b>Miguel</b> y tienes 32 años. Te encanta el pan y por eso abriste una panadería artesanal en el barrio de Los Remedios. Haces más de 35 variedades de pan al día siguiendo una técnica tradicional.</p> <ol style="list-style-type: none"> <li>¿Cómo era tu trabajo de hacer y vender pan al principio?</li> <li>¿Cómo vestías?</li> <li>¿Cuál era tu rutina diaria?</li> <li>¿Cuál fue tu mejor día en el trabajo? ¿Por qué? ¿Qué pasó?</li> <li>¿Y el peor día? ¿Qué pasó?</li> <li>¿Qué sueles hacer un día de trabajo?</li> </ol>
<p>Eres <b>Jennifer</b> y tienes 38 años. Junto con tu esposo, eres propietaria del bar La Tertulia en el barrio de La Macarena. Durante la Semana Santa en Sevilla, La Tertulia es un lugar donde se reúne la gente.</p> <ol style="list-style-type: none"> <li>¿En qué año te hiciste propietaria del bar?</li> <li>¿En qué trabajabas antes de tener el bar?</li> <li>¿Por qué querías tener un bar?</li> <li>Como propietaria de La Tertulia, ¿cuál fue tu mejor día en el trabajo? ¿Por qué? ¿Qué pasó?</li> <li>¿Y el peor día? ¿Qué pasó?</li> </ol>	<p>Eres <b>José</b> y tienes 62 años. Eres el dueño de la Relojería Lovillo, en la avenida Ramón y Cajal. 9. Eres un experto en la reparación de relojes de todo tipo, y disfrutas de tu profesión.</p> <ol style="list-style-type: none"> <li>¿Cómo era la relojería al principio?</li> <li>¿Con quién trabajabas?</li> <li>¿Cuál era tu rutina diaria?</li> <li>¿Cuál fue tu mejor día en el trabajo? ¿Por qué? ¿Qué pasó?</li> <li>¿Y el peor día? ¿Qué pasó?</li> <li>¿Qué haces hoy en la relojería?</li> </ol>
<p>Eres <b>Gema</b> y tienes 47 años. Trabajas en los mercados de abastos de Sevilla. Vendes todo tipo de comida. Lo que más te gusta de tu trabajo es hablar con los clientes.</p> <ol style="list-style-type: none"> <li>¿Cómo era tu trabajo en el mercado?</li> <li>¿Cuál era tu rutina diaria?</li> </ol>	<p>Eres <b>José Antonio</b> y tienes 53 años. Trabajas en un puesto en el Mercado Central de Sevilla que vende 3 puestos.</p> <ol style="list-style-type: none"> <li>¿Cómo era tu trabajo de...</li> </ol>

DAY 13 / TASK 2 Yesterday & Today: Bring a Worker's Story to Life Estimated time: 45 min.

<p><b>OBJECTIVES</b></p> <p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Describe (actions)</li> <li>Give information (sequence)</li> <li>Recount (personal history of a worker)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Occupations</li> <li>Actions</li> <li>Time words: <i>al principio, primero, después, luego, por último</i>, etc.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Past-tense verbs (preterite; imperfect)</li> <li>Present-tense verbs</li> </ul> <p><b>MATERIALS</b></p> <p>Worker Profiles for the role play: "Ayer y hoy en los barrios de Sevilla," one per student (Step 3)</p>	<p><b>RESOURCES</b></p> <ol style="list-style-type: none"> <li>"De limpiadora a chef": video interview with María Marte (1:59)</li> <li>Interviews with <i>barrio</i> workers: Jennifer (12:34–13:37), Carmen (0:16–1:01), Gema (0:00–0:26), Miguel (0:21–1:02), José (0:08–1:14), José Antonio (9:03–10:11)</li> </ol> <p><b>ACTIVITY SEQUENCE</b></p> <p><b>Focus the Task:</b> Display the <i>Fijate</i> slide and say, "Vas a enterarte de la vida de una chef en Madrid. Luego harás el papel de un/a trabajador/a sevillano/a y contarás la historia de su vida."</p> <p><b>1. Meet a Chef</b> 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 to find out the story of her life up to now. Play the video of the interview with María Marte in Resource 1. Clarify vocabulary that students did not understand and play the video again.</p> <p>Invite a personal response to the video and check for understanding with these questions:</p> <ul style="list-style-type: none"> <li>¿A qué se dedicaba María Marte antes de trabajar como cocinera? [Answer: <i>Lavaba los platos.</i>]</li> <li>¿Qué trabajos hizo después? [Answer: <i>Trabajó en la cocina preparando la comida y después llegó a ser la mano derecha del chef.</i>]</li> <li>¿Cómo era su vida durante los primeros años? [Answer: <i>Era dura; trabajaba largas horas.</i>]</li> <li>¿A qué se dedica hoy? [Answer: <i>Marte es la jefa de cocina y dirige un equipo de 16 empleados.</i>]</li> <li>¿Qué hace durante su tiempo libre? [Answer: <i>Pasa tiempo con sus hijos, dos gemelos de quince años y lee libros de cocina.</i>]</li> </ul> <p>As students answer, write the time words they use (see Vocabulary) and review them.</p> <p><b>2. Model Ways to Talk About the Past</b> Point out that the video is about María Marte's life yesterday and today, so it uses verbs in the past and in the present. For past action, display LANGUAGE MODEL 28 and use the examples to clarify when the preterite and imperfect apply:</p> <ul style="list-style-type: none"> <li>For the preterite in column 1, point out the dates that establish a specific point in time. Explain how the second example tells about events with a clear starting point.</li> </ul>	<p><b>DAY 13 RESOURCE FOLDER</b></p> <p><b>LANGUAGE MODEL 28</b></p> <p><b>La vida de María Marte en el pasado</b></p> <table border="1"> <tr> <td>Para hablar sobre una acción que comenzó y terminó.</td> <td>Para hablar sobre las acciones y las acciones que se repiten.</td> </tr> <tr> <td>En 2003, Marte salió de la República Dominicana y llegó a Madrid.</td> <td>Marte siempre estaba sonriente, pero los primeros años eran duros.</td> </tr> <tr> <td>Comenzó por lavar platos en un restaurante y luego consiguió trabajo en la cocina.</td> <td>Marte trabajaba mucho. A veces, no sabía a qué hora podía regresar a casa.</td> </tr> <tr> <td>En 2012, Marte ganó a ser jefa de cocina.</td> <td>A veces, no podía pagar el taxi. Pero la vida empezaba a mejorar.</td> </tr> </table>	Para hablar sobre una acción que comenzó y terminó.	Para hablar sobre las acciones y las acciones que se repiten.	En 2003, Marte salió de la República Dominicana y llegó a Madrid.	Marte siempre estaba sonriente, pero los primeros años eran duros.	Comenzó por lavar platos en un restaurante y luego consiguió trabajo en la cocina.	Marte trabajaba mucho. A veces, no sabía a qué hora podía regresar a casa.	En 2012, Marte ganó a ser jefa de cocina.	A veces, no podía pagar el taxi. Pero la vida empezaba a mejorar.
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DAY 13 / TASK 2 Yesterday & Today: Bring a Worker's Story to Life, continued Estimated time: 45 min.

<p>In column 2, explain that the imperfect is usually used to describe emotions. Discuss how the other examples tell about actions without a clear starting and end point, so they also use the imperfect.</p> <p>For practice, hold a conversation with a volunteer and ask questions about a past event that prompt clear contrasts between the preterite and the imperfect. For example:</p> <ul style="list-style-type: none"> <li><i>El año pasado en tu cumpleaños, ¿qué hiciste?</i></li> <li><i>¿Con quién estabas? ¿Cómo te sentías?</i></li> <li><i>¿Qué querías de regalo? ¿Alguien te regaló eso?</i></li> </ul> <p>Then, form an Inside-Outside Circle. On the first rotation, students in the Inside Circle ask the questions about a personal past event and how the student in the Outside Circle felt about it. On the next rotation, switch roles for students in the Outside Circle to ask the questions.</p> <p><b>Adjust for Proficiency:</b></p> <ul style="list-style-type: none"> <li>If students use incorrect past-tense forms of irregular verbs, display LANGUAGE MODEL 29 and teach the forms of <i>ir</i> and <i>ser</i>, providing examples from your personal history.</li> </ul> <p><b>3. Meet People from the Barrios of Sevilla</b> Distribute the handouts "Ayer y hoy en los barrios de Sevilla." To introduce more people with interesting occupations in Sevilla:</p> <ul style="list-style-type: none"> <li>Have students read the short profile of Jennifer and then play her video clip (Resource 2). (Note: The clips are intended to give students a general sense of each person, and it is not necessary that they understand every word of the interview.)</li> <li>Repeat for each of the other workers. As you go, share cultural information about the occupations and the <i>barrios</i> shown.</li> </ul> <p><b>4. Take the Role of a Sevillano and Tell About Your Past</b> Form 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.</p> <p>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.</p>	<p><b>DAY 13 RESOURCE FOLDER</b></p> <p><b>LANGUAGE MODEL 29</b></p> <p><b>¿Adónde fuiste? ¿Cómo era?</b></p> <table border="1"> <tr> <td></td> <td>Preterite</td> <td>Imperfect</td> </tr> <tr> <td><b>IR</b></td> <td>Yo fui Nosotros fuimos</td> <td>Yo iba Nosotros íbamos</td> </tr> <tr> <td><b>SER</b></td> <td>Yo fui Nosotros fuimos</td> <td>Yo era Nosotros éramos</td> </tr> </table>		Preterite	Imperfect	<b>IR</b>	Yo fui Nosotros fuimos	Yo iba Nosotros íbamos	<b>SER</b>	Yo fui Nosotros fuimos	Yo era Nosotros éramos
	Preterite	Imperfect								
<b>IR</b>	Yo fui Nosotros fuimos	Yo iba Nosotros íbamos								
<b>SER</b>	Yo fui Nosotros fuimos	Yo era Nosotros éramos								

## Wrap-Up — Assess, Apply, and Reflect

### ASSESS

As a quick-check on understanding, each student expresses likes and dislikes and orders foods from a tapas menu.



### Lesson Sequence

WARM-UP

TASK 1

TASK 2

WRAP-UP

“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



DAY 13 / WRAP-UP Assess, Apply, and Reflect Estimated time: 15 min.	
<p><b>REVIEW OBJECTIVES</b></p> <p><b>Functions</b></p> <ul style="list-style-type: none"> <li>Conduct a transaction (order a meal)</li> <li>Express likes and dislikes</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Foods (prepared dishes)</li> <li>Restaurant words</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Present-tense verbs (to express likes and dislikes)</li> </ul> <p><b>MATERIALS</b></p> <p>Assignment sheets accessed in Canvas for:</p> <ol style="list-style-type: none"> <li>Misión Ñ: Comunidad</li> <li>Misión Ñ: Familia</li> <li>Tema de reflexión</li> </ol>	<p><b>RESOURCES</b></p> <ul style="list-style-type: none"> <li>✓ Tapas menu</li> </ul> <p><b>WRAP-UP ACTIVITY</b></p> <ol style="list-style-type: none"> <li><b>Quick-Check on Understanding</b> 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, <i>Me flipan los pimientos del Padrón. Me gustaría pedir las patatas bravas.</i> Circulate and continue until you have heard each member of the group place an order.</li> <li><b>Real-World Application</b> 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: <ul style="list-style-type: none"> <li><b>Misión Ñ: Comunidad</b> Review the meet-up info, the focus of today’s conversations in the community, and how students are to document what they do.</li> <li><b>Misión Ñ: Familia</b> Review ideas for tonight’s conversation at your homestay.</li> </ul> </li> <li><b>Reflection Journal</b> Remind students to record their reflections in Canvas in response to at least three of this week’s prompts.</li> </ol> <p><b>DAY 13 RESOURCE FOLDER</b></p> <p><i>Note: Instructors and Program Leaders direct the Wrap-Up together. Program Leaders should make notes on skills to target during Misión Ñ: Comunidad.</i></p>

### APPLY 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.

### REFLECT

Students keep a Reflection Journal in which they respond to reflection prompts each week (see p. 16).

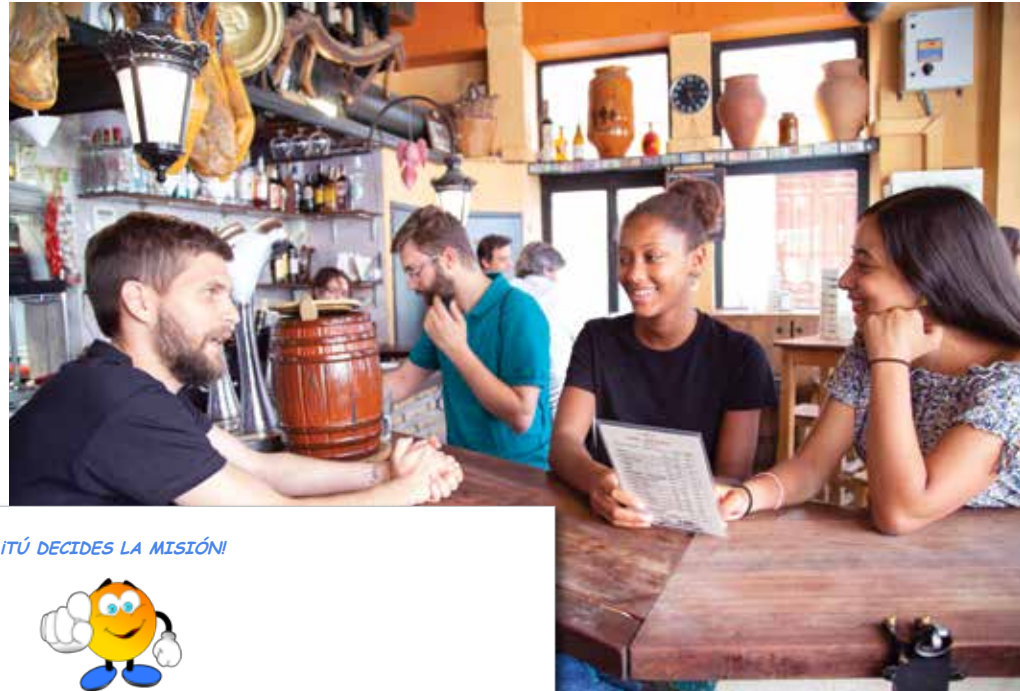


# REAL-WORLD APPLICATION



## COMMUNITY CONVERSATIONS

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



¡TÚ DECIDES LA MISIÓN!



### Día 13 — Misión Ñ: Comunidad

**Para hacer:**

Pedir comida en algún lugar (por ejemplo, en un bar de tapas, en un restaurante o en una pastelería) y conversar con el camarero y hablar de gustos

1. Antes del viernes, trabajando solo o con un compañero, ve a un lugar a comer. Observa la carta y conversa con el camarero sobre lo que recomienda. *Personalmente, ¿cuál es tu/su cosa favorita del menú? ¿Qué platos son caseros?*

2. Prepárate para pedir algo y expresa tus gustos sobre las comidas: *Bueno, ¿me pones/pone una tapa de...? ¿Me traes/trae un vaso de agua, por favor?*

*Me encanta/encantan el/la/los/las \_\_\_\_\_.  
No me gusta/gustan el/la/los/las \_\_\_\_\_.*

3. Sacar fotos de la comida y escribe notas para todo lo que comes. **¡IMPORTANTE: Tus fotos y notas son una contribución para tu proyecto.**

**Para documentar tu conversación:**

- Envía a tu Program Leader un texto con lo que preguntaste al camarero y cómo respondió. También envía una foto de ti en el lugar donde estás comiendo.
- O, envía un vídeo o una grabación de tu conversación con el camarero.

**Recuerda:**

- Ojo con tu cámara, móvil y cosas de valor.

**Language Goal:** Order food at a restaurant, converse with the waiter, and express likes and dislikes about food.

**Project Contribution:** Students take photos and make notes to write impressions about the food and their experience for their Project Contribution.

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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.



## HOMESTAY CONNECTIONS

Reinforce language and themes from class at home through one-on-one conversations with the host.



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.

### Misión Ñ: Familia—Semana 3

### Tema: Descubrimiento

DÍA 11—LUNES	DÍA 12—MARTES	DÍA 13—MIÉRCOLES	DÍA 14—JUEVES	DÍA 15—VIERNES
<p><b>Meta:</b> Descubrir plazas</p> <p><b>Tema:</b> Habla con tu familia sobre la importancia de las plazas en España. Descubre cuáles son sus plazas favoritas de Sevilla y por qué.</p> <p><b>Ejemplos de preguntas:</b></p> <ul style="list-style-type: none"> <li>• ¿Por qué son tan importantes las plazas? ¿Qué propósito sirven en la sociedad?</li> <li>• ¿Tienes algunas plazas favoritas? ¿Qué tienen de especial?</li> </ul> <p><b>Traer a la próxima clase:</b> Trae la lista de plazas favoritas a clase el Día 12.</p>  <p>Plaza de América, Sevilla</p>	<p><b>Meta:</b> Examinar eventos y curiosidades de la historia</p> <p><b>¡TÚ DECIDES EL TEMA!</b></p>  <p><b>Algunos temas posibles:</b></p> <ol style="list-style-type: none"> <li>1. Comenta sobre algunas de las curiosidades de Sevilla de la clase de hoy. Pregunta a tu familia si sabe de otras curiosidades históricas de Sevilla o de España.</li> <li>2. Diviértete con tu familia tomando <b>esta prueba</b> sobre hechos básicos de la historia.</li> <li>3. Comenta sobre algunas películas o series históricas que te hayan gustado. Pregunta si tu familia te puede sugerir otras sobre España.</li> </ol>	<p><b>Meta:</b> Hablar de la comida</p> <p><b>¡TÚ DECIDES EL TEMA!</b></p>  <p><b>Algunos temas posibles:</b></p> <ol style="list-style-type: none"> <li>1. Fide a tu familia la receta de una tapa típica de la región. Aprende cómo se prepara. Si es posible, participa en la preparación del plato.</li> <li>2. Describe lo mejor y lo peor que has comido en un restaurante y pide que tu familia te cuente sus experiencias.</li> <li>3. Describe algunos platos típicos que se comen en los días festivos de EE. UU. y pregunta qué comida es típica de los días festivos en España.</li> </ol>	<p><b>Meta:</b> Hablar sobre el futuro de Sevilla</p> <p><b>Tema:</b> Para elaborar tu proyecto de la semana 3, conversa con tu familia (la contaminación, el precio de la vivienda, el paro juvenil, etc.). Si no has podido grabar la conversación que hiciste durante la Misión Ñ: Comunidad, graba tu conversación ahora.</p> <p><b>Ejemplos de preguntas:</b></p> <ul style="list-style-type: none"> <li>• ¿Qué pasará en el futuro de Sevilla?</li> <li>• ¿Cómo será Sevilla en el futuro?</li> <li>• ¿Por qué opinas así?</li> </ul> 	<p><b>Meta:</b> Hablar sobre la cultura española</p> <p><b>Tema:</b> Pide a tu familia que termine algunas frases. Haz preguntas para saber más sobre la cultura y los valores de tu familia.</p> <p><b>Frases para completar:</b></p> <ul style="list-style-type: none"> <li>• Para mí, España es...</li> <li>• Las tres cosas más importantes en la cultura española son...</li> <li>• En mi opinión, lo mejor de España y de los españoles es...</li> <li>• Y lo peor es...</li> </ul>  <p><b>Traer a clase:</b> Anota las respuestas y trae tus notas a clase el Día 17.</p>

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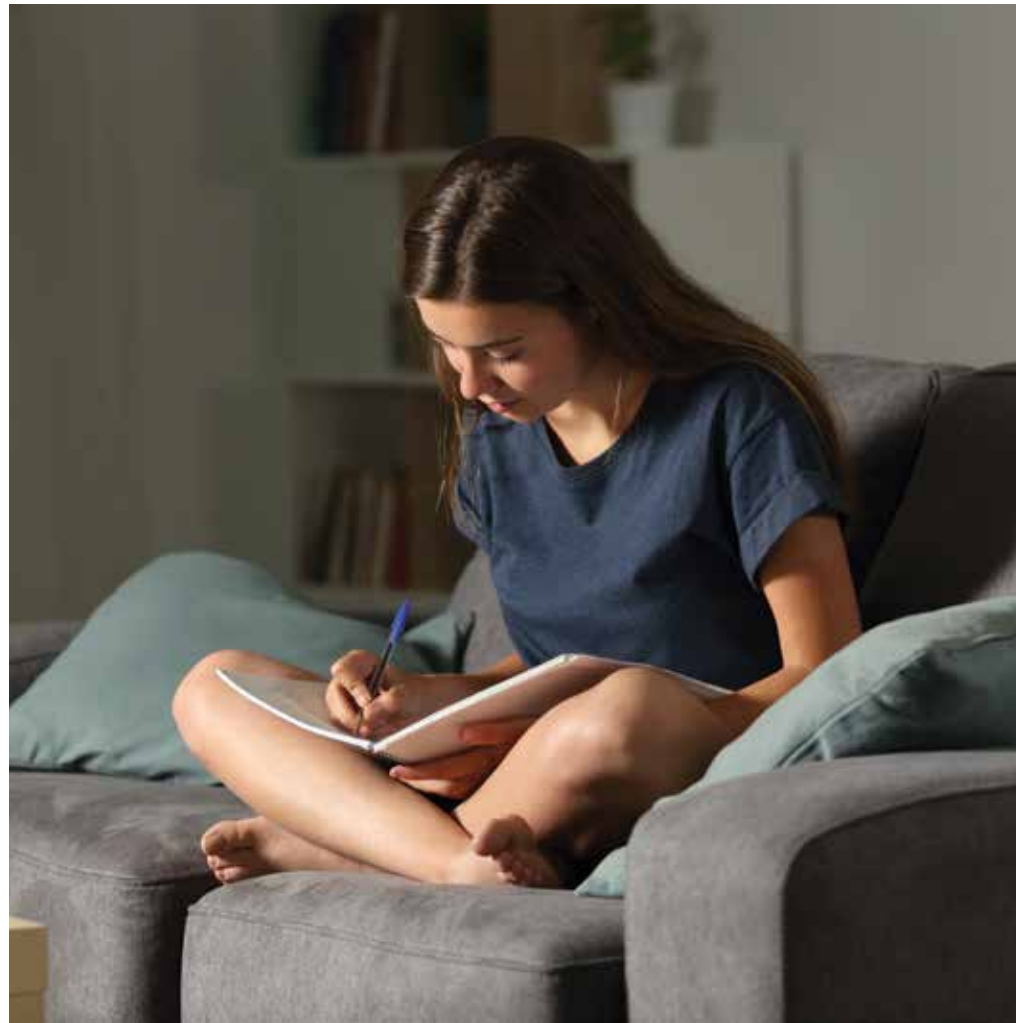
# PATHWAYS TO THE HOST CULTURE



## 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.**

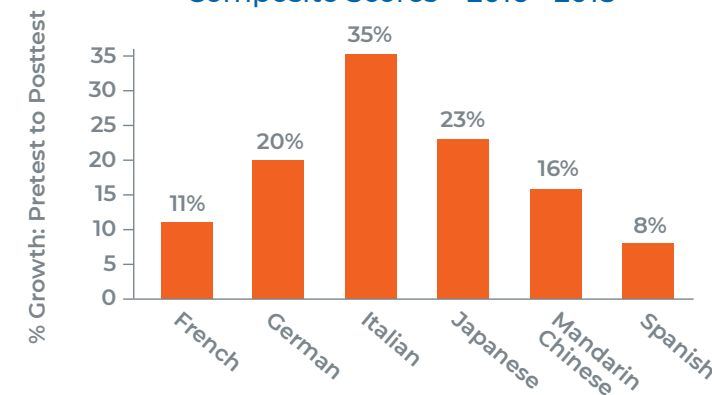


# DEMONSTRATED RESULTS

Growth in CIEE's language programs is measured through a pre-post administration of the STAMP 4S assessment by Avant, using matched cases.

## AVERAGE GROWTH IN LANGUAGE PROFICIENCY\*

Composite Scores – 2016 - 2018



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\*\*

**1 MONTH WITH CIEE = 1 YEAR OF HIGH SCHOOL**

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

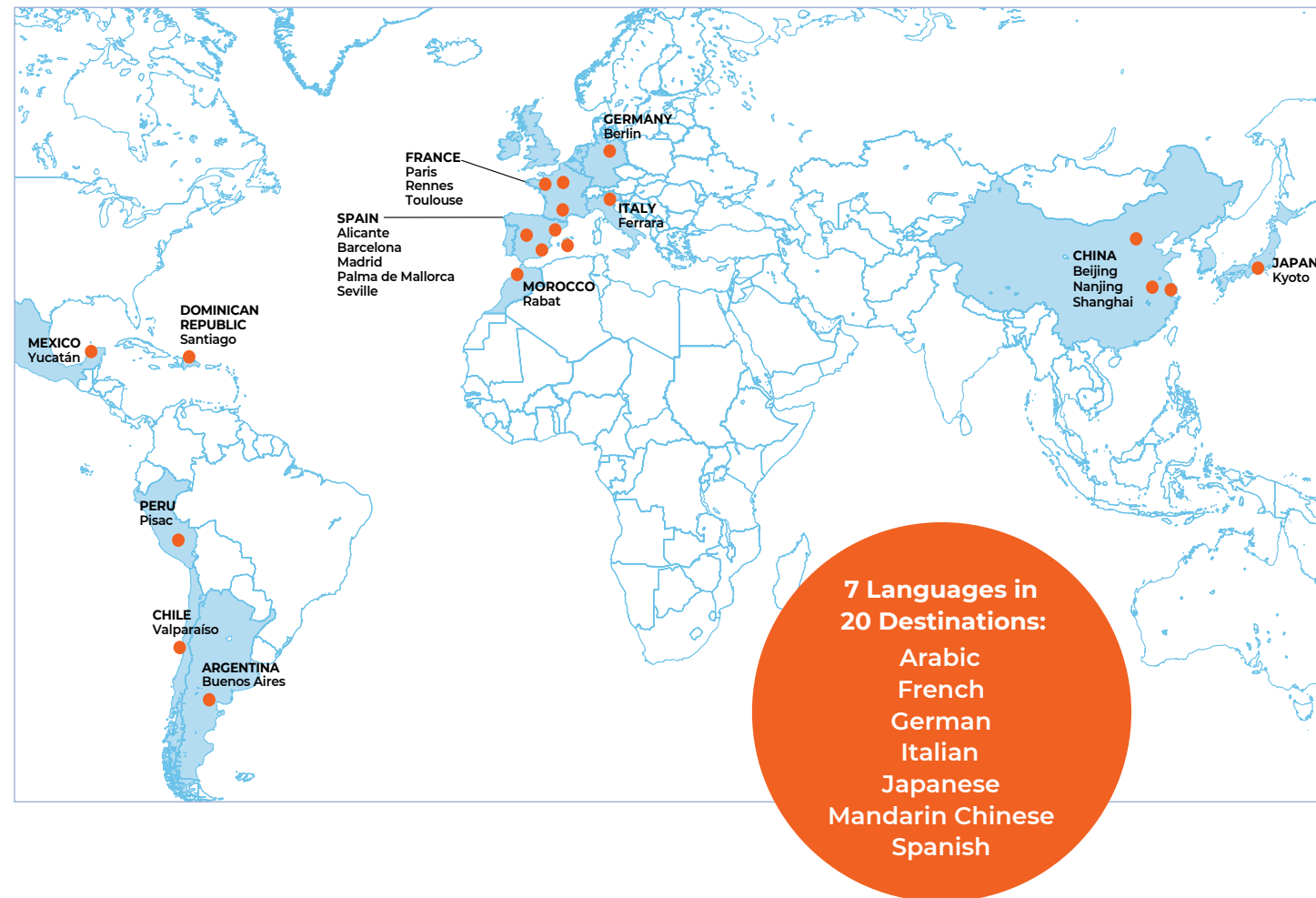


93% of students report improved language use in a pre-post survey of performance on the ACTFL "Can-Do Statements."

\*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 beginning 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.

\*\*Based on composite score data for CIEE Global Navigator High School Summer Abroad language programs from 2016-2018. National averages derived by Avant from high school language proficiency assessments administered nationally in 2016-2017.

# 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

