

<b>Program offering course</b>	<b>Summer Afro-descendent cultures in the southern cone</b>
<b>Course name</b>	<b>SURVIVAL SPANISH</b>
<b>Course code</b>	<b>SPAN100AFRO/SU</b>
<b>Areas of interest</b>	Spanish language, communicative skills
<b>Language of instruction</b>	Spanish
<b>U.S. Semester Credits</b>	1
<b>Contact Hours</b>	15
<b>Term</b>	Summer 2020
<b>Course meeting times</b>	TBD
<b>Course meeting place</b>	FLACSO Argentina
<b>Professor</b>	Inda Dinerstein
<b>Contact Information</b>	<a href="mailto:adelastudyabroad@flacso.org.ar">adelastudyabroad@flacso.org.ar</a>
<b>Office address</b>	Tucumán 1966 CABA
<b>Office hours</b>	TBD one hour per week

### Course description

The goal of this beginning language course is to bring students to communicative competence in the Spanish language and to facilitate their immersion in a Spanish-speaking environment. The course provides the linguistic tools necessary for students to gain a better understanding of everyday life and culture historic background in Buenos Aires. The course focuses on conversational ability by limiting the amount of formal grammar study to the minimum, and focusing instead on situations, pronunciation, and understanding of basic phrases.

Focused on the communicative competence, it is expected to work with authentic material from real world experiences in order to produce oral and written texts from different genres of social, academic and professional circulation. Students are encouraged to use the target language in context, to fulfill different communicative tasks. Grammar and lexical contents are involved along the course. To establish a link between learning Spanish and the specific interests of the program, vocabulary related to the main topics will be presented in class and students will be encouraged to actively use it in their presentations and comments throughout the course.

### Students learning outcomes



By completing this course, students will be able to:

- Develop practical knowledge of the Spanish language.
- Act in “everyday situations” (i.e. restaurants, shops, buying tickets, reading newspapers titles, etc.) so as to have greater integration with Spanish culture and society.
- Be confident in the city and speaking Spanish. They will also gain knowledge of the specific vocabulary related to their specific interests, and the social and political environment

### Course Prerequisites

None

### Course dynamic

Through presentations, conceptual and proactive explanations of oral and written interaction, the class will develop by putting the language into action in real communicative situations. The program supports the principle of teaching and learning Spanish in Spanish, from the initial levels and gaining complexity and grammatical precision always through communicative objectives.

Communication is the main goal. During classes, students will do various activities, such as oral and written presentations, guided practices, as well as communicative tasks, such as interaction with local people or visits to different places.

### Assessment and Final Grade

Attendance, Homework, and Class Participation	15%
Weekly oral presentation and exchange (3, 8% each)	20%
Weekly Written Texts(3, 5%each)	15%
Final Written text	30%
Final Oral Presentation	20%
TOTAL	100 %

### Weekly Schedule

**WEEK 1** The neighbourhood



-Communicative functions: By the end of this week, 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. How people speak. Attempting a conversation in Spanish with local people (someone in the neighbourhood, someone they meet), taking notes and reporting on the conversation in the class. They will experience slang: *lunfardo*, immigrant influence in our speech. They will interview people: Where are they and their parents and grandparents from? They will be able to realize foreign words in our speech.

-Grammar contents: a brief explanation of structures of simple questions and short answers will be provided

Written Text: Students will prepare questions for an interview. (They want to know the neighbourhood and people who work and live there)

Oral Presentation: Students will Present interesting aspects of FLACSO neighbourhood and the results of an interview they will do. They will tell about a person too.

### **-Co-curricular activities**

Knowing the FLACSO neighbourhood and its people.

Coffee together in a *Café notable*

## **WEEK 2** Eating in Argentina

-Communicative functions: 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 a situation in a restaurant and/or otherwise related to food and eating habits. Students will visit together a local fruit and vegetable street market, getting hands-on practical experience in asking questions and using the vocabulary learned in class.

Students will share with the class different kinds of conversations they had with local people in restaurants, with waiters, in different situations. They will explain what happened, report 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. We will pay attention to the gestures argentine people use, to ask for coffee, bill etc.

Written Text: Students will write the dialog they have with the waiter in a Restaurant.

Oral Presentation Students will describe and explain they favorite argentine meal.

### **Co-curricular activities**

Visit to *Mercado del Progreso*

Going to a supermarket or grocery store.

Cooking Together

## **WEEK 3** ¿How I get there?





-Communicative functions: By the end of this week, the students will be able to ask for and understand instructions in Spanish to go to different places. The key vocabulary of this class will vary depending on students' needs.

-Grammar contents: a brief explanation of structures of simple questions and short answers will be provided.

Student will search and share information about the city, transportation, cultural events, ticket buying, schedules, etc. Another key issue to be explored in this week 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 neighbourhoods or places. The main goal of this week is to provide simple phrases that will be useful in these situations.

Some sentences like: *¿Cómo voy a...? ¿Dónde hay...? ¿Dónde está...el/ la ...? ¿A qué hora.....?* They will also learn how to arrange appointments with Argentine people, students will be able to read and understand simple Whatsapp messages.

Written Text: Students will write an invitation to their favorite place in the city in which they will explain how to get there.

Oral presentation: Students will describe their favorite place in the city and they will tell the group why they like it, what they can do there, how they discovered the place.

### Co-curricular activities

Taking the subway (*el subte*)

Visiting a Main Station and its neighbourhood and understanding the railway /subway net

### WEEK 4 What have we experienced?

Students will propose topics for their final oral presentation using the most relevant structures and lexical elements for successful communication with regard to the selected topic. They will describe, compare, ask questions and give answers, and explain what they need or what they are looking for. They also have to give advice to other people who stay in Buenos Aires for a while and want to understand the local life.

**-Final Oral presentation:** they have to research a cultural habit or a relevant place, related to the main subjects they have studied within the Program. They have to explain it and share with the group how this thing has enriched their own experience, and they try to link new concepts and new vocabulary in Spanish

### -Written Final Text

Students will write about all they knew or not before they came to Buenos Aires and what they know now. ( About the people , the city , the culture, etc)

## Course Materials

### Readings

"Extranjeros y las costumbres argentinas"





FLACSO  
ARGENTINA

Facultad  
Latinoamericana de  
Ciencias Sociales.  
Sede Argentina.

Área Estudios  
Latinoamericanos.

<<https://www.losandes.com.ar/article/view?slug=extranjeros-y-las-costumbres-argentinas>> Web 2 de agosto de 2019.

"¿Cómo comen los argentinos?" <<https://www.arcor.com/vida-saludable/como-comen-los-argentinos>> Web 30 de julio de 2019.

"¿Qué prefieren hacer los argentinos con su tiempo libre?" <<https://www.elnueve.com/que-prefieren-hacer-los-argentinos-con-su-tiempo-libre>> Web 9 de agosto de 2019.

### Songs

Los Cien Barrios Porteños : <https://www.youtube.com/watch?v=zHeXkgjwpXc>

Las Luces de mi ciudad:

[https://www.youtube.com/results?search\\_query=las+luces+de+mi+ciudad](https://www.youtube.com/results?search_query=las+luces+de+mi+ciudad)

Sitio oficial de la Ciudad de Buenos Aires :

<https://turismo.buenosaires.gob.ar/es/vacaciones-de-invierno>

Bares Notables en Sitio oficial de la Ciudad de Buenos Aires:

<https://turismo.buenosaires.gob.ar/es/article/bares-notables>

### Lecturer bio

**Inda Dinerstein** obtained his bachelor's degree as a psychologist at the University of Buenos Aires. She has a postgraduate degree in teaching Spanish as a foreign language or the University of Barcelona. He has done specialized translations and teaching Spanish and German for more than twenty years in prestigious Institutions such as Institute Lenguas Vivas, University of San Martin and University of Buenos Aires.

