



## CIEE Monteverde, Costa Rica

<b>Course name:</b>	Spanish Language, Beginning III
<b>Course number:</b>	SPAN 1003 MVCR
<b>Programs offering course:</b>	Costa Rica, Monteverde - Tropical Ecology and Conservation
<b>Language of instruction:</b>	Spanish
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45 hrs.
<b>Term:</b>	Fall 2019

### Course description:

The Beginning Spanish Language III course is designed to provide a basic introduction to the Spanish language. The primary objective is to help students to acquire the communication skills needed to survive alongside native Spanish speakers including their Costa Rican homestay families.

The purpose of the course is to develop language skills through focused tasks, reading and listening comprehension exercises, vocabulary practice, lessons on grammar, oral and written expression, and fun, interactive activities. The focus is on conversation, possibly involving other students in the class or local people; the instructor serves only as moderator. The program involves activities inside and outside the classroom such as doing interviews, dramatizing real or imaginary situations, and exploring culture through different media, such as newspapers, literature, cinema, music, and legends. Homework assignments include exercises from the textbook, preparing oral presentations, writing simple letters, and participating in community projects or activities.

### Learning Objectives:

Upon completion of this course, the student will

- 1) have an enhanced understanding of Spanish grammar acquired in the previous level of Spanish (e.g., SPAN 1002 MTVE)
- 2) have improved use of the Spanish vocabulary and Costa Rican expressions acquired in the previous level of Spanish (e.g., SPAN 1002 MTVE)

The student will be introduced to new material including

- 3) a selection of Costa Rican expressions (*Costarrriqueñismos*)
- 4) grammatical content such as irregular verbs with reflexive pronouns; reflexive verb in present and past tense; simple future verb tense; simple conditional; past perfect; pluperfect in indicative mode; future perfect; present subjunctive (volitional verbs); *tener* + age; *ir* + *a* + infinitive; *por* and *para*; *estar* + gerund; possessive and demonstrative pronouns
- 5) vocabulary and phrases related to professions, professional specialties, university subjects or courses, office and classroom, celebrations and holidays, colors, cooking terms, words for dining out, sports, types of music, newspaper terms, politics, diet, nutrition, accommodations



Additionally, the student will

- 6) have enhanced reading comprehension and writing capabilities, and an improved ability to communicate in oral presentations in front of peers and have dialogue in public places with unfamiliar people
- 7) be competent at describing objects, people and places
- 8) be competent at expressing conditions, obligation, necessity, prohibition, possibility, purpose, basic opinions, feelings and needs.
- 9) be able to provide instructions, and ask for help, as well as request, give, or refuse permission
- 10) be able to explain the environmental message of the novel *El Planeta Verde*

**Course Prerequisites:**

None. Each student is placed into a particular level depending on his/her linguistic skills, as assessed in an initial placement exam.

**Methods of Instruction:**

The method used is based on ACTFL (American Council on the Teaching of Foreign Languages) and MCER (*Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza y evaluación*).

Content is imparted through conversations, songs, readings, stories, and poetry, adapted to the level. In addition, students play Spanish-language board games, make oral presentations, write essays, and have dialogues and conduct interviews with locals in and out of the classroom. In addition, they are assigned daily homework from their textbook and workbook.

**Assessment and Final Grade:**

Students are evaluated on:

a- Preparation	<b>5%</b>
b- Participation	<b>10%</b>
c- Oral presentation	<b>5%</b>
d- Quizzes	<b>20%</b>
e- Reading comprehension	<b>10%</b>
f- Homework	<b>20%</b>
g- Final exam	<b>30%</b>

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**100%**

**Course Requirements**

- a. Preparation (5%): This refers to having materials and the attitude necessary to begin classwork in the classroom on time. It includes having homework ready for submission on the due date.
- b. Participation (10%): Participation means attending class, paying attention, voluntarily providing answers, not speaking out of turn, working actively in group dynamics or teams, avoiding your native language, interacting with people, being focused and engaged in class, and keeping a positive attitude.
- c. Oral presentation (5%): This refers to a 15-20 minute verbal presentation that the student makes in front of the instructor and classmates on a theme that the student



- chooses.
- d. Quizzes (20%): During the semester there will be four quizzes covering vocabulary and grammar, and will include simple essays.
  - e. Reading comprehension (10%): During the course students will read various texts, and reading comprehension will be assessed with four quizzes.
  - f. Homework (20%): There will be daily assignments from the workbook that must be completed for the next class. Incomplete or late homework will result in the loss of points.
  - g. Final exam (30%): This is a comprehensive exam in a varied format: multiple choice, sentence completion, short answer, associations, reading comprehension and listening comprehension. It will cover all material covered in class and from homework assignments.

### **Weekly Schedule:**

#### **Week 1**

Program Orientation and Field Trip 1

#### **Week 2**

**Grammar:** Regular verbs in present and past tense. Irregular verbs in present tense and verbs with reflexive pronoun. *Ser* and *estar*. *Tener* + age. *Ir* + *a* + infinitive.

**Vocabulary:** Greetings and introductions. Numbers (1-100), professions and specialties, countries, demonyms, days, months, relatives, subjects of study or courses, office and classroom, antonyms, seasons and weather, time expressions, animals, common adjectives, celebrations, food, institutions, time expressions

**Cultural note:** *No entiendo ni papa. Suave, suave. ¡Pura vida!*

**Reading comprehension:** “*Actividades Cristina*”. “*Verano invierno*”

**Activity:** Introduce yourself, ask for and give personal information. Interact in presentations. Describe your daily routine in present and past tense. Talk about family. Present your own country or state. Talk about school and your life as a student. Interact in shopping centers. Ask for and give information about an object and place. Describe yourself and other people. Describe food, places and environment. Ask about plans and intentions.

**Assignments and exams:** Oral interview, placement test No. 1.

#### **Week 3**

**Grammar:** Simple past verb tense (Groups 1, 4, 5) and past imperfect. Imperative mode. Direct and indirect objects.

**Vocabulary:** Clothes, personal objects, institutions, expressions of time, colors, adverbs, weights and measures, fruits and vegetables, other cooking terms, the body, classroom and office, shopping, in the restaurant



**Reading comprehension:** “*El ladrón tonto*”. “*Consejos-niños*”. “*Cinco reglas*”, “*El fantasma*”

**Activity:** Narrating or talking about past events, anecdotes, stories. Describe events in the past. Tell and write stories. Explain how something is done. Discuss food preparations. Warn and give advice. Give directions. Describe body parts. React to stories and unknown claims. Ask for information. Offer and ask for help.

**Assignments and exams:** Quiz No. 1. Reading comprehension No. 1 (*CPI Tareas #1*, pp. 7-24).

#### **Week 4**

Students on field trip #2: No Spanish classes

**Assignments and exams:** Read *El planeta verde*

#### **Week 5**

Students on field trip #2: No Spanish classes

**Assignments and exams:** Read *El planeta verde*

#### **Week 6**

**Grammar:** Special verb: *gustar* and similar verbs.

**Vocabulary:** Sports, adverbs, foods, clothes, personal objects

**Reading comprehension:** “*Chico*”

**Activity:** Express emotions. Talk about hobbies. Discuss food preferences.

**Assignments and exams:** Placement test No. 2. Reading comprehension No. 2 (*CPI Tareas #1*, pp. 25-42). Mini essay No. 1

#### **Week 7**

**Grammar:** *Por* and *para*

**Vocabulary:** Adverbs, holidays and important days

**Reading comprehension:** “*La despedida*”

**Cultural note:** *No tener ni un cinco. Hablar paja. Estar en la luna.*

**Activity:** Ask for and give an opinion. Express agreement or disagreement. Link information by expression of cause and consequence

**Assignments and exams:** Oral presentation.

#### **Week 8**

**Grammar:** *Estar* + gerund. Possessive and demonstrative pronoun.



**Vocabulary:** Types of music, numbers, newspaper vocabulary

**Reading comprehension:** A newspaper article.

**Activity:** Discuss different types of music and your preferences. Express what is going on right now. Give and ask phone numbers. Narrate events from the newspaper.

**Assignments and exams:** Quiz No. 2.

### Week 9

**Grammar:** Reflexive verb in present and past tense: *sujeto hace y recibe*. Reciprocal action.

**Vocabulary:** Clothes, rooms of the house, personal objects

**Activity:** Describe a daily routine en present and past tense. Express reciprocity.

**Assignments and exams:** Reading comprehension No. 3 (*CPI Tareas #1*, pp. 43-60).

### Week 10

**Grammar:** Reflexive verb in past and present tense. Simple future.

**Vocabulary:** Clothing, bathroom, bedroom, kitchen, personal objects, natural phenomena, illnesses

**Reading comprehension:** “*El mundo del future*”

**Cultural note:** *Ser lengua larga. Qué vacilón. Estar hecho leña*

**Activity:** Describe a daily routine in present and past tense. Talk about quantities. Make climate forecasts. Ask, talk, prevent and warn about future situations. Review. Cooking class.

**Assignments and exams:** None.

### Week 11

Students on field trip #3: No Spanish classes

**Assignments and exams:** Read *El planeta verde*

### Week 12

Students on field trip #3: No Spanish classes

**Assignments and exams:** Read *El planeta verde*

### Week 13

**Grammar:** Simple conditional. Past perfect. Pluperfect in indicative mode.



**Vocabulary:** Shopping, restaurant, household, clothes, fruits and vegetables, expressions for travel, sports and fun, politics, animals, food

**Reading comprehension:** “*Estereotipos*”. “*Lo que hemos hecho*”. “*Había una vez*”

**Activity:** Express or formulate hypotheses. Express desire or courtesy. Narrate activities that are happening right now. Give information about your trips. Tell about your professional life. Talk about past actions prior to another past action. Song: “*Gracias a la vida*”

**Assignments and exams:** Quiz No. 3. Mini essay No. 2

#### Week 14

**Grammar:** Future perfect. Present subjunctive (volitional verbs).

**Vocabulary:** Clothes, expressions when you travel, sports and fun, adjectives, family, diet, nutrition, accommodations

**Reading comprehension:** “*Lo que quiero*”

**Cultural note:** *Estar de goma. Llegar a la hora del burro. ¡Qué chiva!*

**Activity:** Confirm facts. Review by information obtained. Express curiosity about past events. Express wants and needs. Give advice and tips. Request, grant and deny permission. Express conditions, obligations and prohibitions. Review.

**Assignments and exams:** Reading comprehension No. 4 (*CPI Tareas #1*, pp. 61-78). Quiz No. 4.

#### Week 15

**Assignments and exams:** Final Exam

#### Textbook - workbooks:

*CPI Tareas # 1*: a collection of exercises, verbs, vocabulary, readings, and other printed materials.

#### Reference materials

Alvarado, G. (2009). *Literatura e identidad costarricense* (1ª ed.), San José: Editorial EUNED.

Castillo, L. (2004). *La música más linda de Costa Rica* (4ª ed.), San José: Editorial Dos Cercas Ltda.

Grupo Editorial Océano (1997). *Diccionario Océano de Sinónimos y Antónimos* (1ª ed.), Barcelona: Editorial Océano.

Instituto Cervantes (2011). *Cervantes.es. Las culturas hispanas en internet*, Madrid.

Kendris, C. & Kendris, T. (2007). *501 Spanish verbs* (6ª ed.), Hauppauge: Barron's Educational Series, Inc.



- Quesada, M. (2002). *El Español de América* (2ª ed.), Cartago: Editorial Tecnológica de Costa Rica.
- RAE (2010). *Ortografía de la lengua española* (1ª ed.), Madrid: Editorial Espasa.
- RAE y Asociación de Academias de la lengua española (2005). *Diccionario panhispánico de dudas*, Bogotá: Santillana Ediciones Generales, S.L.