



**CIEE Study Center
Monteverde, Costa Rica**

Course name:	Spanish Language, Beginning I
Course number:	SPAN 1001 MVCR
Programs offering course:	Tropical Ecology & Conservation
Language of instruction:	Spanish
U.S. Semester Credits:	3
Contact Hours:	45 hrs
Term:	Spring 2018
Course meeting:	2:30 pm - 5:30 pm (see dates below)
Course meeting place:	Centro Panamericano de Idiomas
Professor:	Digna Rodríguez Bustos, Academic Coordinator
Contact Information	
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Course description:

The Beginning Spanish Language I 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) be familiar with grammatical content including irregular verbs in present tense (o changes for *ue*; e changes for *ie*); irregular verbs in present tense (e changes for *i*); irregular verbs in past tense (Groups 1, 2, 3); gender and number with adjectives; imperfect past tense; commands; present progressive tense (*estar + gerundio*); *estar + participio*; *ser* and *estar*;
- 2) possess vocabulary and phrases related to greetings, prices, kinship, cardinal numbers, months and days of the year, countries, people, domestic animals, food and beverages, sports, hobbies, entertainment, clothes, numbers, institutions, opposites words, weather,



- seasons, natural phenomena
- 3) be familiar with select Costa Rican expressions (*Costarrriqueñismos*)

Additionally the student will have a foundation for:

- 4) giving and receiving simple information that satisfies immediate needs
- 5) using select verbs in the past, present, and future tenses
- 6) negotiating purchases in shops, markets, and restaurants
- 7) making simple comparisons between people, places or things
- 8) expressing simple emotions, moods, preferences, or feelings

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- Attendance	5%
b- Preparation	5%
c- Participation	5%
d- Oral presentation	5%
e- Quizzes	20%
f- Reading comprehension of the book (quizzes)	10%
g- Homework	20%
h- Final exam	30%

100%

Course Requirements

- a. Attendance (5%): Attendance refers to being in the classroom on time. It is important to be punctual and show respect to the teacher and peers. If a student has not arrived within 10 minutes of the beginning of the class, s/he will be marked absent.
- b. 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.

- c. Participation (5%): Participation means 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.
- d. 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.
- e. Quizzes (20%): During the semester there will be four quizzes covering vocabulary and grammar, and will include simple essays.
- f. Reading comprehension (10%): During the course students will read the novel *El planeta verde*, and reading comprehension will be assessed with four quizzes.
- g. 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.
- h. 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 (but not the novel).

Weekly Schedule:

Weeks 1-2 Field trip (no Spanish instruction; informal survival Spanish)

Program Orientation

Week 3

Grammar: Alphabet. Personal pronouns. Greetings, introductions and farewells. Possessive pronouns. Gender and numbers. Interrogative pronouns. Possessive pronouns. Regular verbs in present tense: *-ar, -er, -ir*. Regular verbs in past tense. Pronominal verbs in past tense: subject *hace* and *recibe*. Gender and number. *Saber* and *conocer*. Periphrastic future.

Vocabulary: Greetings, pronouns and simple expressions, expressions of time, nouns derived from verbs, fruits and vegetables, kinship, cardinal numbers, months and days of the week, expressions in past tense, parts of the house, numbers, places, countries, people, domestic animals, institutions, food.

Cultural note: *No entiendo ni papa. ¡Suave, suave! ¡Pura vida! Estar en la luna. ¡al chile! ¡qué vacilón! Llegar a la hora del burro.*

Reading comprehension: “*Federico*”, “*Un trabajo difícil*”, “*Beatriz*”

Activity: Introduce yourself; say hello and goodbye, introduce other people, talk about routine or daily activities, or about the routine of the week or last year, ask about previous activities, ask and offer information about places, express skills and ignorance, make plans for the immediate future.

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

Week 4

Grammar: Irregular verbs in present tense: o changes for *ue*; e changes for *ie*. Irregular verbs in present tense: e changes for *i*. First person singular. Gender and number (adjectives). *Ser* and *estar*.

Vocabulary: Prices, foods, sports and entertainment, nouns derived from verbs, clothes, numbers, institutions, personal objects, adjectives, opposite words, demonyms, adverbs of place.

Listening comprehension: “*Todos juntos*”

Cultural note: *Hablar paja, ¡qué chiva!*

Activity: Talk about shopping, clothes, prices. Compare and explain other people’s routines. Describe and talk about academic life. Describe places, people and things.

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

Weeks 5-6

Students on field trip #2: No Spanish classes

Assignments and exams: Read *El planeta verde*

Week 7

Grammar: *Tener, hacer* and *haber*

Vocabulary: weather, seasons, natural phenomena

Activity: Describe emotions and physical states. Comment about climate change. Indicate the existence of objects, places or people. Learn information about Costa Rican history. Discuss daily duties.

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

Week 8

Grammar: Gender and number (demonstrative). Irregular verbs in past tense: Group 1.

Vocabulary: *-de-* preposition, natural phenomena, parts of the house, type of houses, real estate

Reading comprehension: “*El colibrí*”

Activity: Locate situations in time and space. Identify and propose possession. Talk about natural disasters.

Assignments and exams: Oral presentation

Week 9

Grammar: Irregular verbs in past tense; third and fourth group. Differentiate *ir* and *ser*. Direct object pronouns.

Vocabulary: Past tense expressions/idioms, houses, food, animals, clothes, personal objects, institutions

Listening comprehension: “*Celebra la vida*”

Cultural note: *Estar limpio. Ponerse las pilas.*

Activity: Talk about past events. Express movement and direction. Outdoor activities. Express location of objects.

Assignments and exams: Quiz No. 2.

Week 10

Grammar: Imperative mood.

Vocabulary: Shopping and bargaining, food and beverages, cookware, illnesses, addresses, adverbs of places

Activity: Give instructions. Express orders. Give directions.

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

Week 11

Grammar: Direct object pronouns: before personal verb. Indirect object pronoun; Special verb: *gustar*.

Vocabulary: Expressions of time in past tense, houses, food, animals, fruits, clothes, personal objects, institutions, sports, hobbies

Cultural note: *Estar limpio. Ponerse las pilas.*

Reading comprehension: “Chico”

Activity: Express movement, direction. Outdoor activities. Express location of objects. Talk about Costa Rican typical food. Talk about preferences and likes (*gustos*). Review. Cooking class.

Assignments and exams: None.

Week 12

Students on field trip #3: No Spanish classes

Assignments and exams: Read *El planeta verde*

Week 13

Students on field trip #3: No Spanish classes

Assignments and exams: Read *El planeta verde*

Week 14

Grammar: Present progressive tense (*estar + gerundio*). *Estar + participio*. Regular and irregular. Adverbs that end in *-mente*. False cognates. *Hace + que + expression*.

Vocabulary: Sports, houses, meal times, fruits, hobbies, means of transportation, media, adverbs

Cultural note: *Ir al dedo. Menear el esqueleto. En dos toques. Solo bueno.*

Activity: Express finished actions. Express progression of daily activities. Talk about sports, physical activities. Weather. Identify fake cognates in simple readings.

Assignments and exams: Reading comprehension No. 4 (*CPI Tareas #1*, pp. 61-78). Mini essay No. 2. Quiz No. 4.

Week 15

Assignments and exams: Final Exam

Textbook and workbooks:

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

Herrero, F. (2008). *El planeta verde* (2^a ed.) San Jose: Editorial Costa Rica.

Reference materials

Alvarado, G. (2009). *Literatura e identidad costarricense* (1^a 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.