



**CIEE Study Center
Monteverde, Costa Rica**

Course name: Spanish Language, Beginning III
Course number: SPAN 1003 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
Course meeting place: Centro Panamericano de Idiomas
Professor: Digna Rodríguez Bustos, Academic Coordinator

Contact Information:

Telephone: Office: 2645-5441, ext. 107
Email: academicam@cpi-edu.com
Office address: CPI, 100 m west of the gas station, Cerro Plano
Office hours: 8 a.m. - 5 p.m.

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 (*Costarriqueñismos*)
- 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;
- 5) vocabulary and phrases related to professions, professional specialties, university subjects or courses, office and classroom, celebrations and holidays, colors, cooking terms,

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.

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 so no formal Spanish classes, only survival Spanish

Week 3

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

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.

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

Week 4

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

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.

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: 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 8

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

Assignments and exams: Oral presentation.

Week 9

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.

Assignments and exams: Quiz No. 2.

Week 10

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 in present and past tense. Express reciprocity.

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

Week 11

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 12

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.

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

Week 13

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 14**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* (2ª ed.) San Jose: Editorial Costa Rica.

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.