The Beginning Spanish Language II 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 a 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

By completing this course, students will:

- Demonstrate correct use of Spanish grammar, vocabulary, and Costa Rican expressions acquired in the previous level of Spanish (e.g., SPAN 1001 MTVE)
- Define, recall, and use pronouns and interrogative pronouns; direct and indirect object pronouns; regular verbs in past and present tense; irregular verbs in present tense (Groups 1, 2, 3, 4, 5, 6 and 8); irregular verbs in past tense; accents on verbs in past tense (Groups 1-5); the imperative mode; imperfect past tense; conditional tense (uses and irregular formation); present tense in subjunctive mode: querer, desear, recomendar + que + imperative; special verbs (gustar, cantar, fascinar, caer bien/mal); ser (origin, nationality, adjectives) versus estar (location and adverbs); hacer + climatic condition; tener + noun; haber + distance; hay + noun; pronominal verb in present and past tense: Estar + participio, Estar + gerundio
- Define, recall, and use vocabulary and phrases related to the human body and health, products of Costa Rica, friends and family, synonyms and antonyms, ecology and the environment, landforms (rivers, volcanoes, beaches, etc.), shopping and bargaining, weights and measures, cookware, names of Costa Rican dishes, foods, addresses, adverb of places, provinces of Costa Rica, bathroom, bedroom, kitchen, terms for traveling through Hispanic countries, restaurants, illnesses and treatments
- Demonstrate enhanced reading comprehension and writing capabilities for simple texts
- Demonstrate an improved ability to communicate in oral presentations in front of peers
- Ask for clarification and at expressing desires, tastes, and preferences
- Make written and spoken invitations

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

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<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Oral Presentation</td>
<td>5%</td>
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<tr>
<td>Quizzes</td>
<td>20%</td>
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<tr>
<td>Reading and comprehension of the book (quizzes)</td>
<td>10%</td>
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<tr>
<td>Homework</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
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<tr>
<td>Preparation</td>
<td>5%</td>
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<tr>
<td>Participation</td>
<td>5%</td>
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<tr>
<td>Attendance</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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### Course Requirements

**Oral Presentation**

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.

**Quizzes**

During the semester there will be four quizzes covering vocabulary and grammar and will include simple essays.

**Reading and comprehension of the book (quizzes)**

During the course students will read the novel El planeta verde, and reading comprehension will be assessed with four quizzes.

**Homework**

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.

**Final Exam**

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).

**Preparation**

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.

**Participation**

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.

**Attendance**

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.

### Attendance

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their current class.
original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the
grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required
field placement. Students may not miss placement/work hours at an internship or service learning site unless
approved in advance by the Academic Director and placement supervisor. All students must complete all of the
requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for
academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel,
will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions
cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the
appointed time.

Absences for classes will lead to the following penalties:

* N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will
  be included in the final syllabus provided to students on site.

**Weekly Schedule**

**Week 1**

Class: Program Orientation

**Week 2**

Class: 

**Grammar:** Personal pronoun and interrogative pronoun. Regular verbs in past and present tense.
Irregular verbs in present tense (Groups 1, 2 3, 4, 5, 6 and 8).

**Vocabulary:** Greetings, introductions, human body and health, numbers, fruits and vegetables,
products of Costa Rica, friends and family, clothes and personal objects

**Activity:** Say hello and goodbye. Introduce other people and yourself. Ask for and provide personal
information. Talk about habits and their frequency, likes and preferences. Ask, answer, and deny
daily situations. Suggest activities. Make invitations and respond. Talk on the phone. Express
agreement and disagreement. Express conditions. Report someone’s skills. Make appointments.
Express simple conditions (yo voy a + infinitive, but...)

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

**Week 3**

Class: 

**Grammar:** Ser (origin, nationality, adjectives) versus estar (location and adverbs). Hacer +
Accents on verbs in past tense (Groups 1, 2 and 3).

**Vocabulary:** Materials and products, synonyms and antonyms, ecology and the environment,
physical characteristics, shopping and bargaining, food and beverages, weights and measures,
clothes, shoes, personal objects

**Listening comprehension:** “Color esperanza”

**Activity:** Ask for and give information about people and places. Predict the weather. Indicate the
existence of things. Express behavior. Comparisons. Give opinions. Compare things, animals, people,
and skills. Talk about physical conditions and pain sensation. Talk about habits in the past.
Describe a routine in the past.

**Assignments and exams:** Quiz No. 1 Mini essay No. 1. Reading comprehension No. 1 (CPI Tareas
Week 4
Class:  
Students on field trip #2: No Spanish classes

Assignments and exams: Read El planeta verde

Week 5
Class:  
Students on field trip #2: No Spanish classes

Assignments and exams: Read El planeta verde

Week 6
Class:  
Grammar: Irregular verbs in past tense. Accents on words in past tense (Group 4 and 5).
Vocabulary: Shopping and bargaining, food and beverages
Activity: Talk about habits in the past. Describe a routine in the past.

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

Week 7
Class:  
Grammar: Imperative mood.
Vocabulary: Food, cookware, illnesses, addresses, adverbs of places
Activity: Give instructions. Express orders. Give an address. Locate objects and give instructions to go to the place. Give instructions for a recipe. Game: ¿Quién manda?

Assignments and exams: Oral presentation

Week 8
Class:  
Grammar: Review of imperative mode. Direct and indirect object pronouns.
Vocabulary: Names of Costa Rican dishes, foods
Activity: Express location of objects. Talk about Costa Rican typical food.

Assignments and exams: Quiz No. 2

Week 9
Class:  
Grammar: Special verbs (gustar, cantar, fascinar, caer bien/mal).
Vocabulary: Food, animals, fruits, cloth, personal objects, sports, hobbies
Listening comprehension: “Celebra la vida”
Activity: Talk about Costa Rican typical food. Talk about preferences and tastes.

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

Week 10
Class:  
Grammar: Imperfect past tense.

Vocabulary: Landforms (rivers, volcanoes, beaches, etc.), relatives, provinces of Costa Rica

Activity: Describe objects, places, houses, neighborhoods and cities. Describe people physically and by their personality. Describe actions in the past. Tell a story. Review. Game: Mi niñez; Cooking class.

Assignments and exams: None

Week 11
Class: 

Students on field trip #3: No Spanish classes

Assignments and exams: Read El planeta verde

Week 12
Class: 

Students on field trip #3: No Spanish classes

Assignments and exams: Read El planeta verde

Week 13
Class: 


Vocabulary: Cloth, bathroom, bedroom, kitchen, personal objects, terms for traveling through Hispanic countries, adjectives


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

Week 14
Class: 

Grammar: Conditional tense (uses and irregular formation). Present tense in subjunctive mode: querer, desear, recomendar + que + imperativo.

Vocabulary: Restaurants, table, prices, travel plans, illnesses and treatments


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

Week 15
Class: 

Assignments and exams: Final Exam

Course Materials
Readings

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


RAE y Asociación de Academias de la lengua española (2005). Diccionario panhispánico de dudas, Bogotá: Santillana Ediciones Generales, S.L.