



## CIEE Monteverde, Costa Rica

<b>Course title:</b>	Beginning Spanish Language II
<b>Course code:</b>	SPAN 1002 MTVE
<b>Programs offering course:</b>	Sustainability and the Environment, Tropical Ecology and Conservation
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	4
<b>Contact hours:</b>	60
<b>Term:</b>	Fall 2020

### Course Description

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 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:

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 1001 MTVE)
2. have improved use of the Spanish vocabulary and Costa Rican expressions acquired in the previous level of Spanish (e.g., SPAN 1001 MTVE)

The student will be introduced to new material including

1. a new selection of Costa Rican expressions (Costarrriqueñismos)
2. grammatical content such as 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.
3. 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.

Additionally, the student will

1. have enhanced reading comprehension and writing capabilities for simple text
2. have an improved ability to communicate in oral presentations in front of peers
3. become competent at asking for clarification and at expressing desires, tastes, and preferences
4. become competent at making written and spoken invitations
5. be able to recount specific events and the overall storyline 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**

1. Oral Presentation	5%
2. Quizzes	20%
3. Reading and comprehension of the book (quizzes)	10%
4. Homework	20%
5. Final Exam	30%
6. Attendance	5%
7. Preparation	5%
8. Participation	5%
TOTAL	100%

**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).

**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.

**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**

**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 + climatic condition. Tener + noun. Haber + distance. Hay + noun. Irregular verbs in past tense. 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 # 1, pp. 7-24).

### 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 .

**Grammar:** Pronominal verb in present and past tense: sujeto hace y recibe. Estar + participio. Estar + gerundio.

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

**Activity:** Describe a daily routine in present and past. Express reciprocity. Interview about routine. Express action results. Describe actions in progress. Interact in shops, markets and restaurant. Ask for qualities of someone or something.

**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

**Activity:** Express conditions. Express courtesy. Give advice, recommendations and indications. Express desire and suggestions. Game: En el restaurant. Review.

**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.

Herrero, F. (2008). El planeta verde (2ª ed.) San José: 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.