



cea™  
Learn your potential



## Beginning Spanish II

**UNH Course Code:** SPN102

**Subject Area:** Spanish Language & Culture

**Level:** 100

**Prerequisites:** Beginning Spanish I or the equivalent of one semester of college level Spanish

**Language of Instruction:** Spanish

**Contact Hours:** 45

**Recommended Credits:** 3

### **Description:**

This course is designed for students who have at least the equivalent of one semester of college level Spanish. The primary aim of the course is to develop the four basic skills (reading, writing, listening and speaking) through a communicative, collaborative and cultural approach.

The course combines several integrated approaches aimed at developing your skills. Most in-class time, driven by the structure of the textbook and accompanying activities, is devoted to speaking and practicing Spanish through a combination of group-based and individual activities, focusing on grammatical structures, language functions and vocabulary. Lessons also focus on a wide range of contemporary cultural themes through the use of varied materials such as advertising material and short film clips. Onsite activities such as field studies to markets and universities, and regular interviews and conversations with members of the local community, will give you a unique chance to rapidly implement your linguistic development in real-life.

By the end of the course, you are expected to have mastered basic grammar and lexical structures, so that you'll be able to conduct a simple conversation and to write short and basic texts with some degree of competency. You will be able to speak about yourself and your family, to introduce people, to interact with the host community and to follow short and simple conversations.

Class size never exceeds 15 students so that you have sufficient opportunities to practice your spoken Spanish and receive personal attention from your instructor.

### **Learning Objectives:**

- to develop your knowledge of the basic structures of Spanish language
- to enrich your vocabulary and to use idiomatic expressions
- to improve your ability to read and understand written Spanish texts, such as instructions, menus, maps, directions, standardized messages, newspaper/magazine ads, and brief descriptions related to daily life of students and people in the Spanish-speaking cultures in the present and past
- to improve and develop communicative skills and report orally in the present and past basic needs, basic courtesies, likes and dislikes, feelings, and advice on topics related to daily activities and basic aspects of the Spanish-speaking cultures
- to understand spoken Spanish in predictable contexts (short utterances, commands, and questions referring to basic information on daily activities in the present and past) and to comprehend the general sense of a speech or a TV or radio broadcast
- to be able to write short compositions, emails, letters on familiar topics or of personal

interests in the present and past

- to develop and improve your awareness of Spanish culture and society

**Instructional Format:**

Class time is devoted predominantly to speaking and practicing Spanish. Classroom activities are devoted to speaking Spanish, and reading and discussing real-life Spanish material such as song lyrics and advertising slogans. As particular emphasis is placed on your foreign surroundings, you will learn about the language through assignments and on-site activities, such as field studies at the local market or surveying Spanish people about different aspects of their daily routine.

**Forms of Assessment:**

Various elements will be taken into account when determining your final grade. The instructor will explain in detail the content, criteria and specific requirements for all assessment categories but the basic breakdown is as follows below. Your work and behaviour in this course must fully conform to the regulations of the [CEA Academic Integrity Policy](#) to which you are subject.

Class Participation	10%
Homework Assignments	5%
Field Studies	10%
Compositions	15%
Mid-Term Exam	20%
Final Oral Activity	15%
Final Exam	25%

Class Participation (10%): When determining your class participation grades, traditional criteria such as preparation, completed homework before class, interactive group work and active, meaningful participation are all taken into account. Attendance and punctuality are expected and do not count positively towards the participation grade. However, laxity in these areas will have a negative effect on your grade.

The instructor will also be evaluating you in a number of behavioural areas across the course:

**Preparation:**

Bring regularly to class the required materials (textbook, workbook, pen, paper, etc.)  
Complete homework and other assigned materials before class  
Be ready to start when class begins

**Language:**

Make a consistent effort to speak Spanish during class, regardless of accuracy

**Group Work:**

Participate collaboratively in groups and in pairs

**Attitude:**

Demonstrate a positive and supportive attitude to instructor and classmates

**Focus:**

Give full attention to class activities (cell-phones off, laptop for notes only, etc.)

Homework Assignments (5%): Assignments and textbook exercises (set out in the Assignment column of the course content) will be corrected at the beginning of each class. You are responsible for all assigned work and you should be aware that absence from the preceding class is not an excuse for non-preparation. All assignments are subject to change based on class progress, and you will be normally told in the preceding

class of such changes. In case of absence, it is your responsibility and yours alone to find out what was the assigned homework and the material covered. Your instructor will collect your homework periodically and randomly to ensure that you are keeping up with the course material and that you are making satisfactory progress. If you wish to have your homework further explained by the instructor, please bring it to her attention at the end of the class period.

Field Studies (10%): You will participate in two activities outside class where you will interact with Spanish speakers. The learning objective in these activities is to get you to interact with your surroundings and test your language skills first-hand in a real situation. You will have to write a report on the experience based on the guidelines provided by the instructor and may be asked to present it in front of your peers. (Students will be informed beforehand of the specific day, time and outcome-related activity).

Compositions (15%): During the course of the semester students will have to submit three essays (125-150 words in length). Students will be given a hand-out on which there will be a list of subjects to choose from and the guidelines to each individual assignment. The composition topics will also require interaction with Spanish speakers in the form of an interview or informal conversation and/or an onsite research to a local destination of interest. Your work will be evaluated on the basis of accuracy of expression, integration of new vocabulary and creative content. As you write, draw on the structures and vocabulary of recent lessons. Avoid drafting a composition in English and then translating it into Spanish. Instead, recombine creatively the Spanish models you have mastered so far.

**\*\*NOTE**: Plagiarism is unacceptable: never copy your composition from another source. Always cite every source used in your papers, including sources obtained via the Internet. You are not allowed to ask anyone for help writing or even proofreading the compositions. The use of Internet translation services is considered plagiarism. Students who are guilty of plagiarism will be assigned a 0 for the assignment and their home institution will be notified.

Mid-Term Exam (20%): The test is designed to establish the progress you are making towards meeting the course learning objectives listed above. It is comprised of questions and exercises that test your abilities in different areas of language competency. There will be no make-up tests.

Final Oral Activity (15%): Students will work individually to develop a final oral activity about a subject related to his/her experience abroad. This activity gives you an opportunity to practice your oral skills and to demonstrate the level of spoken Spanish you have achieved at the end of the term. The teacher will give you a handout with a list of possible topics, the rules of the presentation and the dates.

Final Exam (25%): The final exam is comprehensive and it will be administered on the last day of class.

### **CEA Attendance Policy:**

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each course, a maximum of two days of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for missing three days of class, regardless of the reason for your absence. However, you will automatically fail a course if your absences exceed three days of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 1 course in accordance with this policy. Consequently, the Dean and Program

Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

### **Required Readings:**

The readings indicated in the Assignment column of the Course Content are drawn from the following textbook. You must have constant access to this text for reading, highlighting and marginal note-taking. It is required that you have a personal copy of the book. This mandatory text book has been ordered for you and is available at CEA reception.

CORPAS, Jaime et. al. AULA 2 Internacional. Curso de español. Barcelona: Difusión, 2005 (textbook)

Depending on the progress and interests of the class, your teacher will occasionally hand out copied extracts from the texts cited in the Recommended Readings list below.

In addition, you are highly recommended to purchase a Spanish/English-English/Spanish dictionary, and to bring it with you to all lessons. Consult your instructor for recommendations.

### **Recommended readings:**

All of the following books are available at the CEA library:

ALONSO, Rosario et al. *Gramática básica del estudiante de español (A1-B1)*, Madrid: Difusión, 2005

BALLESTER, M. Pilar. *Conjugando los verbos españoles*, Barcelona: Edicions Universitat de Barcelona, 2006

CAPÓN, María Luisa & GIL, Manuela. *Dificultades del español para hablantes de inglés*, Madrid: Ediciones SM, 2003.

CASTRO, Francisca. *Uso de la gramática española nivel elemental*, Madrid: Edelsa. Ed, 2002

Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

### **Self-Study:**

While we emphasize collaborative and communicative methodology in the classroom, we also highly encourage you to pursue several self-study hours each week, exploiting the range of Spanish books, articles and DVD films available in CEA library.

### **Online Reference & Research Tools:**

Grammar and vocabulary:

<http://www.spaleon.com/index.php> (Spanish Verb Conjugation Trainer)

<http://www.indiana.edu/~call/ejerci.html>

<http://www.colby.edu/~bknelson/exercises/index.html>

<http://www.trinity.edu/mstroud/grammar/index.html>

<http://www.auladiez.com/ejercicios/index.html>

<http://babelnet.sbg.ac.at/carlitos/index.htm>

<http://spanish.about.com/>

<http://www.el-castellano.com/>

<http://www.travlang.com/languages/indextext.html>

<http://www.studyspanish.com/>

Readings:

<http://home.cc.umanitoba.ca/~fernand4/>

<http://cvc.cervantes.es/aula/lecturas/>

Online Dictionaries:

<http://www.wordreference.com>

[http://www.educared.net/aprende/f\\_diccionarios.htm](http://www.educared.net/aprende/f_diccionarios.htm)  
<http://www.fuentetajaliteraria.com/recursos/diccionarios.htm>  
<http://www.elmundo.es/diccionarios/>  
<http://www3.unileon.es/dp/dfh/jmr/dicci/0000.htm>

#### Media:

##### Newspapers & Magazines

<http://www.lavanguardia.es>  
<http://www.elpais.es>  
<http://www.elmundo.es>  
<http://www.elperiodico.es>  
<http://www.20minutos.es/>  
<http://www.quediario.com/barcelona/index.html>  
<http://barcelona.metrodirecto.com/>  
<http://www.diarioadn.com/>  
<http://www.lasrevistas.com>

#### Radio

<http://www.rne.es>  
<http://www.m80radio.com>  
<http://www.los40.com>

#### Television

<http://www.rtve.es/>  
<http://www.cuatro.com/>  
<http://www.antena3.com/>  
<http://www.telecinco.es/>

#### Miscellaneous

<http://www.guiadelocio.com/barcelona/>  
<http://barcelona.lanetro.com/>  
<http://www.clubcultura.com/>  
<http://www.uebersetzung.at/twister/es.htm> (Tongue twisters)  
<http://cvc.cervantes.es/aula/pasatiempos/pasatiempos1/> (Crosswords)  
<http://puzzlemaker.discoveryeducation.com/> (Word Search)

# Beginning Spanish II

## Course Content

Session	Topic	Activity	Student Assignments
1	Presentaciones. Explicación del programa y de los libros.	Juego: Estrella	Leer el programa del curso.
2	Hablar de hábitos y horarios. Presente regular e irregular.	Texto sobre hábitos de los españoles. En parejas: juego de los relojes: práctica de las horas. Juego por equipos: “la rana Lucas”. Práctica de presentes.	pp.106 y 107: 1, 2, 3, 7.
3	Expresar gustos y preferencias. <i>Hay/esta/están</i> Ubicación: <i>encima de, debajo ...</i> <i>aquel..</i> Vocabulario: la familia y la ropa. Comparación: <i>más ...que, tan ...como</i> Identificar y describir personas. Demostrativos: <i>este, ese</i>	La casa. Juego: Tabú Hablar de gustos. ¿Dónde está michifú? La familia real. Juego memory con ropa y colores.	p. 108: 1, 2, 3 p.109. 4, 5, 6 pp.112 y 113: 1, 2, 3, 4 y 6  <b>COMPOSICIÓN 1:</b> <b>Mi vida en España: mi apartamento y mis</b> <b>compañeros de piso.</b>
4	Hablar de gustos y hábitos alimentarios. Pesos y medidas. Impersonalidad: <i>se+3ª p/sing; se + 3ª p/pl.</i> Pronombres OD	Audición: “La dieta de Silvia” En parejas: elaborar un menú con varios platos. Explicación estudio de campo 1.	p.120 1, 3 y 4. p.122: 8 y 9.
5	Preparar un menú virtual para la clase. Conectores: <i>y/pero/además</i>	<b>Field Trip 1:</b> <b>El Mercado de Santa Caterina.</b>  ¡Traer la cámara de fotos!	Explicar cómo se preparan los platos del menú, ingredientes y precios.
6	Ir al médico: Hablar de dolores y enfermedades. El cuerpo humano. Dar consejos. Ser /estar	Juego problemas y consejos. Trabajar sobre una fotocopia del cuerpo humano para conocer el vocabulario.	p.126: 2 y 3 p127: 5. p.128: 7 y 8.
7		<b>EXAMEN MIDTERM</b>	
8	Hablar de experiencias pasadas: <i>Pret. Perfecto de</i> <i>indicativo.</i> <i>Contraste entre el presente y el Pret. Perfecto.</i> Explicar qué has hecho en un pasado reciente	P.46: “El año más...” Cuestionario en parejas.	pp.117: 2, Fotocopia

## Beginning Spanish II

### Course Content

Session	Topic	Activity	Student Assignments
9	Hablar del pasado reciente: <i>Pret. Perfecto de indicativo</i> . <i>Ya/todavía no</i> . Hablar de planes e intenciones: ir a + infinitivo.	Tu guía del ocio en Barcelona. La guía del ocio: p. 42. El futuro del señor Pérez. Audio p. 43: 2.	p.118: 5 p.119: 7 Fotocopia
10	Ocio y tiempo libre.	<b>Field trip 2:</b> <b>Encuesta: ¿Qué hacen los españoles en su tiempo libre?</b>	<b>Composición 2: Escribir un texto con las respuestas de 2 personas.</b>
11	Contar una historia en pasado. <i>Pret. Indefinido</i> . Marcadores temporales: <i>ayer, hace un mes, anoche, en 1990</i>	Escribir y dibujar un cómic.	Crucigrama: verbos irregulares en indefinido.
12	Biografías. Conectores: <i>un mes más tarde, al cabo de, después de...</i>	Julieta Venegas, canción “me voy”. Juego: “conocer a los famosos”. Aprendemos a narrar biografías.	Escribir tu propia biografía.
13	Contraste entre el Pret. Perfecto y el Pret. indefinido. Marcadores temporales. Corrección test 2	Titulares de periódicos del día anterior. Toda la clase elabora su propio periódico con un collage sobre las últimas experiencias.	p. 123: 3 Fotocopias. <b>Composición 3: Mis viajes por Europa.</b>
14	Hablar del futuro: <i>futuro de indicativo</i> . Hacer hipótesis: <i>probablemente, depende Si + presente + futuro</i> .	Las galletas del futuro. El futuro de Silvia.	p. 138 n. 1, 4 y 139 p.140: 7
15	Repaso final	<b>Presentaciones finales</b>	Preparar examen final
16		<b>EXAMEN FINAL</b>	