

## **IP1001 – Basic Spanish I**

(6-0-16, Requirement: Obtain at least Basic Level I on the Test of Spanish as a Foreign Language)

Equivalency: NT

### **GENERAL OBJECTIVES:**

The student should be able to:

- ◆ Understand general phrases and usual expressions in fields of personal interest.
- ◆ Read and find specific information from basic texts.
- ◆ Interact in situations of communication that require a simple and direct exchange of information.
- ◆ Use a series of expressions and words to describe family, friends, lifestyle, career and areas of personal interest.
- ◆ Know, understand, and value the culture of Spanish-speaking societies.

### **COURSE TOPICS:**

#### Part One: Friends

Greetings and body language

The use of “you” (formal, informal, singular, plural)

Personal pronouns

The Spanish alphabet

Structure of affirmative, negative, and interrogative speech

Interrogatives

Present tense

Noun gender and quantity

Articles, adjectives, and demonstrating possession

Concordance of gender and quantity

Vocabulary of identity

#### Part Two: Family

Definite and indefinite articles

Qualitative and demonstrative adjectives

Impersonal construction

Irregular plurals

Present indicative: reflexive verbs and inverse construction

Use of complementary pronouns with reflexive verbs

Modal auxiliary verbs

Possessive adjectives

Prepositions

Frequency and intensity adverbs

Vocabulary of home, family, work, and play

Numbers (0-100)

### Part Three: Shopping

- Present indicative: displacement verbs
- Imperative tense
- Adverbs and prepositions of place
- Direct and indirect pronouns
- Impersonal speech
- Comparisons of equality, inferiority and superiority
- Time verbs and gerunds
- Preterite and present perfect tenses
- Vocabulary of shopping, quantity, amounts, services, stores, and transportation
- Numbers (100-1000)

### Part Four: Vacation

- Imperfect indicative
- Future indicative
- Conditional
- Expressions of time and order
- Vocabulary of vacations and travel

### Part Five: Health

- Conditional clauses
- Indefinite and negative phrases: somebody, nobody, always, never, etc...
- Present subjunctive
- Nominal clauses
- Imperfect subjunctive
- Adverbs
- Vocabulary of health and wellness

## **SPECIFIC LEARNING OBJECTIVES:**

### Part One: Friends

- ◆ Distinguish the cultural nuances in situations of meeting and greeting
- ◆ Familiarity with the body language and gestures of Spanish-speaking cultures
- ◆ Establish the relationship between the written and spoken word
- ◆ Ask and give information about oneself and other people
- ◆ Present and describe oneself and other people by age, profession, nationality, etc.

### Part Two: Family

- ◆ Describe and characterize people, places, and things
- ◆ Describe daily and habitual actions
- ◆ Express plans, desires and pleasures
- ◆ Place actions in time

### Part Three: Shopping

- ◆ Ask and learn directions
- ◆ Describe places and environment
- ◆ Ask and indicate the form of transportation used
- ◆ Describe and compare people, places, things, and situations
- ◆ Make, accept, decline, and show gratitude for invitations
- ◆ Offer apology and justification for actions
- ◆ Tell stories and events of the past
- ◆ Tell of distant, unfinished and strange incidents in the past

### Part Four: Vacation

- ◆ Describe situations, circumstances, and feelings in the past
- ◆ Establish logical and chronological order of facts and circumstances in the past
- ◆ Formulate a hypothesis and educated guesses
- ◆ Express good will and desire
- ◆ Describe an itinerary and the destination of a trip

### Part Five: Health

- ◆ Discuss about health issues and habits
- ◆ Formulate conditions and degrees
- ◆ Describe the possible, probable, desirable, and real characteristics of people, places and things
- ◆ Make recommendations

## **TEACHING METHODOLOGY AND LEARNING ACTIVITIES:**

### Strategies of teaching-learning:

- ◆ The technique of the question
- ◆ Collaborative learning
- ◆ Programmed teaching
- ◆ Explanatory teaching
- ◆ Interactive teaching
- ◆ Teaching by all possible means

### Learning activities:

- ◆ Comprehension of oral and written text
- ◆ Field and bibliographic investigation
- ◆ Visit places of interest
- ◆ Grammar exercises
- ◆ Role-playing games and simulations
- ◆ Short and simple writing assignments

## **ESTIMATED TIME SPENT ON EACH TOPIC:**

Part One:	18 hours
Part Two:	18 hours
Part Three:	18 hours
Part Four:	18 hours
Part Five:	18 hours
Review:	6 hours
 TOTAL:	 96 hours

### **STUDENT RESPONSIBILITIES:**

- ◆ Due to the regulations of Monterrey Tech, students are required to attend class for a minimum of 80% of the total hours of the course. A student with more than six(6) trancies will not have the right to take the final exam, and therefore, will not be given credit for the course; without exception.
- ◆ Students arriving up to ten(10) minutes after the start of class are considered tardy. After these ten(10) minutes, the student will be considered truant. Two(2) tardy classes is recorded as one(1) truancy.
- ◆ Visits require punctuality and a following of instructions.
- ◆ Turn in all assignments on time. Each day an assignment is late, ten(10) points will be deducted from the total grade of the assignment.
- ◆ Appointments must be made for personal assistance outside the classroom hours.

### **EVALUATION:**

Class participation and activities:	40%
Quick exams and oral evaluations:	40%
Final Exam:	20%
 TOTAL:	 100%

### **REQUIRED TEXT:**

Martin, Sans y Caballero. (2003) *Gente*. Upper Saddle River, NJ: Prentice Hall.

### **SUGGESTED TEXTS:**

Basulto, Hilda. (1991) *Diccionario de Verbos*. Mexico: Trillas.

Diccionario SOPENA. (1984) *Los 15,000 Verbos Españoles*. Barcelona: Editorial Sopena  
El Colegio de Mexico. (1982) *Diccionario Fundamental del Español de Mexico*. Mexico:  
Fondo de Cultura Economica.

Fuentes, Juan Luis. (1988) *Ortografía: Reglas y Ejercicios*. Mexico: Ediciones Larousse.

Garcia-Pelayo, Ramon y Gross, Fernando. (1992) *Larousse de la Conjugacion*. Mexico:  
Ediciones Larousse.

Martinez, Amparo. (1991) *Curso de Pronunciacion*. Monterrey: ITESM

Sainz de Robles, F.C. (1990) *Diccionario Español de Sinonimos y Antonimos*. Mexico:  
Aguilar Editor.

Terell, T., Andrade, M., Egasse, J., Elias, M. (1998) *Dos Mundos, 4<sup>th</sup> Ed.* USA: McGraw.

Terell, T., Andrade, M., Egasse, J., Elias, M. (1998) *Dos Mundos: Cuaderno de Trabajo,*  
*4<sup>th</sup> Ed.* USA: McGraw Hill.

Terell, T., Andrade, M., Egasse, J., Elias, M. (1998) *Dos Mundos(casetes) 4<sup>th</sup> Ed.* USA.

### **ELECTRONIC REFERENCES:**

<http://biblioteca.itesm.mx> y <http://www-cib.mty.itesm.mx> (Tec library websites)

<http://www.fodors.com/language> (Vocabulary and useful phrases)

<http://www.studyspanish.com> y <http://www.vokabel/spanish.html> (Vocabulary)

<http://www.mccsc.edu/~rlee/tutor1.html> (Grammatical explanations of Spanish)

## **IP2005 – Intermediate Spanish 2**

(6-0-16, Requirement: Obtain at least Intermediate Level 2 on the Test of Spanish as a Foreign Language, or have taken Basic Spanish 2)

Equivalency: IP-96-023 Intermediate Spanish 2

### **GENERAL OBJECTIVES:**

The objective of this course is to develop communicative competency and cognitive ability within the student through the analysis of the syntactical, lexical, and cultural elements that form the everyday usage of the Spanish language.

### **COURSE TOPICS:**

#### **Part One: And you? Who are you?**

- 1.1 Interrogatives
- 2.1 Concordance of gender and quantity
- 2.2 Concordance and position of adjectives
- 2.3 Diminutives and augmentatives
- 2.4 Comparisons of superiority and inferiority
- 2.5 Irregular comparisons
- 2.6 Comparisons of equality
- 2.7 Superlatives
- 3.1 To be: *ser* and *estar*
- 3.2 To be and to have: *ser* vs. *estar* and *haber* vs. *tener*
- 4.1 Indicative present
- 4.2 Indicative future
- 5.1 Reflexive verbs
- 7.1 Vocabulary of social life, tourism, and the university
- 9.1 Peculiarities of Spanish
- 9.2 Body language

#### **Part Two: Tell me about your family and your job**

- 1.1 The past and its relation to the narrative
- 2.1 Expression of duration in the past
- 3.1 Direct object and indirect pronouns
- 4.1 The pronoun *se*
- 6.1 Vocabulary of family and work

### **Part Three: How do you feel?**

- 1.1 Subjunctive in nominal clauses
- 1.2 Imperative
- 1.3 Indicative future
- 1.4 Infinitive
- 2.1 Present Subjunctive in nominal clauses and imperative
- 3.1 Vocabulary of health and sickness

### **Part Four: How is your city?**

- 1.1 Present and subjunctive in adjective clauses
- 2.1 Present and subjunctive in adverb clauses
- 3.1 Prepositions that indicate time and place
- 3.2 Other prepositions
- 4.1 Subjunctive imperfect
- 5.1 Vocabulary of the city, town hall, streets, clothing stores and the supermarket

### **Part Five: What do you know about Mexico?**

- 1.1 Conditional clauses
- 2.1 Expressing the condition
- 3.1 Present perfect tense
- 4.1 Passive reflective voice
- 5.1 Adverbs
- 7.1 Vocabulary of people, politics, and the economy

### **Part Six: Amusement, tradition, and communication methods; is there a relation?**

- 1.1 Perfect conditional and pluperfect subjunctive
- 2.1 Future perfect
- 3.1 Gerunds
- 4.1 Concordance of the indicative and subjunctive
- 5.1 Vocabulary of traditions, celebrations, customs, and methods of communication

## **SPECIFIC LEARNING OBJECTIVES:**

### **Part One: And you? Who are you?**

- Ask and give information about yourself and others in introductions, meetings, and interviews
- Describe and compare people, places, things, and actions
- Use the verbs *ser* and *estar*
- Generalize, define, describe and classify characteristics of a subject
- Express the circumstances that surround a subject
- Express results, quantity and location
- Talk about present and future action
- Talk about everyday activities
- Identify principle ideas of articles and informative text
- Express point of view both by speaking and writing about social life, student life, and traveling
- Understand, identify, and select various information from articles and advertisements
- Distinguish the particular cultural aspects of meeting and greeting in Spanish-speaking cultures

### **Part Two: Tell me about your family and your job**

- Talk about what you have done
- Explain what has just happened and what is going on during an activity
- Use pronouns to avoid repetition
- Speak about indefinite actions, improvised action and accidental incidents
- Analyze articles and stories that describe customs and tradition in regard to family and work
- Tell stories and describe events concerning the past in regard to family and work

### **Part Three: How do you feel?**

- Express personal desires and feelings
- Identify phrases that express desire, suggestion, and personal opinion
- Analyze articles and text that pertain to health and sickness
- Formulate instructions, advice, and suggestions

### **Part Four: How is your city?**

- Describe the possible, probable, desirable, and actual characteristics of people, places, and things
- Express habits, proposals, conditions, and anticipation
- Indicate the time and the place where something has or will happen
- Express orders, desires, and suggestions in the past tense
- Use the vocabulary, both written and oral, that relates to the city, its problems and activities that occur within

### **Part Five: What do you know about Mexico?**



- Ask polite questions, speak about possible or desirable action in the present, and express probability in the past
- Formulate conditions for future action, speak about the impossibility of realizing a certain condition or situation
- Give an opinion about actions that have just happened
- Express impersonality
- Determine the form, place, time, and quantity in what happens during an event
- Formulate a hypothesis and make educated guesses
- Understand and interpret articles that speak about the political and economic situation of Mexico and other Spanish-speaking cultures

**Part Six: Amusement, tradition, and communication methods; is there a relation?**

- Speak about hypothetical situations, and the impossibility of doing something
- Express probability in the past and speak about previous action from a point of reference in the future
- Tell a story at length
- Talk about real and hypothetical actions, desires and doubts, give suggestions in both the present and the past tense
- Express opinion, point of view, make educated guesses in regard to celebrations, customs, and tradition
- Understand and interpret formal audio announcements

**TEACHING METHODOLOGY AND LEARNING ACTIVITIES:**

Strategies of teaching-learning:

- ◆ Cooperative learning
- ◆ Creation of stories and situations
- ◆ Explanations and Handouts from the professor
- ◆ Role-playing
- ◆ Discussion groups
- ◆ Student presentations
- ◆ Oral activities and practice

Learning activities:

- ◆ Lectures concerning cultural and current issues
- ◆ Comprehension exercises regarding the lectures
- ◆ Participation in conversations about the lecture topics
- ◆ Grammar exercises
- ◆ Various short writing assignments
- ◆ Use of vocabulary through various scenes of everyday life
- ◆ Participation in round table discussions, role-playing and theater

**ESTIMATED TIME SPENT ON EACH TOPIC:**

Part One:	13 hours
Part Two:	13 hours
Part Three:	16 hours
Part Four:	16 hours
Part Five:	12 hours
Part Six:	12 hours
Review:	6 hours
Evaluations	8 hours

**EVALUATION:**

Classwork and activities	60%
Mid-term exam	10%
Portfolio	10%
Final exam	20%
TOTAL	100%

There will be a monthly progress report for each student. These three(3) progress reports will comprise the 60% mentioned above. The following information explains the specific parts of the work being evaluated:

Learning activities in and outside of class:	50%
These activities may include oral presentations, team projects, role-playing, drama skits, and round-table discussions	
Homework	20%
Quick exams	30%
TOTAL	100%

**REQUIRED TEXT:**

Ascarrunz Gilman, Graciela y K. José Bijuesca (1997) *Horizontes: Gramática y Conversación. 3ª Edición*. Boston, MA: Heinle & Heinle

### **SUGGESTED TEXTS:**

Alfaro, Ricardo J. (1970) *Diccionario de Anglicismos 2ª Edición*. Madrid: Editorial Gredos

Basulto, Hilda. (1991) *Diccionario de Verbos*. Mexico: Trillas.

Borrego J. Ascencio, et al. (1985) *El subjuntivo: Valores y Usos*. Madrid: Sociedad General Español de Librería.

Diccionario SOPENA. (1984) *Los 15,000 Verbos Españoles*. Barcelona: Editorial Sopena  
García-Pelayo, Ramon y Gross, Fernando. (1992) *Larousse de la Conjugación*. Mexico: Ediciones Larousse.

Martínez, Amparo. (1991) *Curso de Pronunciación*. Monterrey: ITESM

Revilla, Santiago de Cos. (1988) *Gramática Española Moderna: Teoría y Ejercicios 2ª Edición*. Mexico: McGraw Hill

### **ELECTRONIC REFERENCES:**

Centro Virtual Cervantes

<http://cvc/cervantes.es/obref/anuario99/default.htm>

ACTFL Proficiency Guidelines / The American Council on the Teaching of Foreign Languages

<http://www.actfl.org/htdocs/pubs/guidelines.htm>

<http://www.mexicodesconocido.com.mx>

[http://www.mexicodesconocido.com.mx/guias\\_md/gm1196\\_6.htm](http://www.mexicodesconocido.com.mx/guias_md/gm1196_6.htm)

<http://www.hrw.com/passport>

<http://www.webct.com/Spanish>

<http://www.ed.gov/free>

<http://www.users.qwest.net/~eledu/irst.html>