



WALSH UNIVERSITY
SCHOOL FOR PROFESSIONAL STUDIES

SPAN 101

Spanish I

Assignment due the first night, see page 3

ELEMENTARY SPANISH 101

COURSE DESCRIPTION

Elementary Spanish is a foreign language class designed to introduce the college student to the basic structures of Spanish. Using a balanced, audio-lingual approach, it stresses the four skills necessary to begin to communicate in the language.

COURSE OBJECTIVES

In Elementary Spanish 101 students will be introduced to and will be expected to perform in the following skill areas:

Speaking

- Pronunciation of all the sounds of Spanish with sufficient accuracy to be understood by a native speaker of the language
- Expression of ideas with the vocabulary covered in simple sentences, demonstrating control of the present tense.

Listening

- Perception of all Spanish sounds and their distinction from one another
- Comprehension of ideas expressed within the framework of the vocabulary and grammatical structures presented.

Reading

- Understanding of simple, non-literary Spanish prose on non-technical, daily topics.
- Intelligent guessing at new vocabulary items based on context.
- Ability to demonstrate comprehension by answering questions on reading passages.

Writing

- Creating a sentence or paragraph in Spanish (errors like verb or adjective agreement may appear which is normal at this level)

GRADING

The instructor of the course will explain his/her grading policy at the beginning of the course and will provide a written copy of that policy for each student in the class. The instructor will also explain how many tests will be given, when they will be given and what percent each test counts toward the student's final grade for the course.

MATERIALS OF INSTRUCTION

Required Text: !Hola, amigos! (textbook) by Jarvis/Lebrede/Mena-Ayllon (6th edition)
Student tape to accompany 6th edition

NOTES REGARDING COURSE EXPECTATIONS

Because this is a language class where the acquisition of the four skills necessary to learn a language will be stressed, your attendance at class is expected. The learning of a language takes place through one's active participation in class. Your grade in this course will be strongly affected by your efforts in class.

ASSIGNMENTS TO BE COMPLETED PRIOR TO WORKSHOP 1

1. Read the preface of the textbook, !Hola, amigos! (pages xi-xiv).
2. Think about and be prepared to discuss how learning Spanish can enhance the job you currently or will have in the future.

WORKSHOP ONE

OBJECTIVES:

Students will:

1. Understand the syllabus, grading policy, course expectations and course objectives.
2. Understand the layout of the textbook and how the workbook and tapes will be used in the class (teacher materials).
3. Understand the learning strategies that are useful in learning a foreign language.
4. Be introduced to Spanish sounds.
5. Be able to greet others.
6. Learn some useful classroom expressions as well as vocabulary related to the classroom.
7. Learn how to spell in Spanish.
8. Learn the days of the week.
9. Learn the numbers 0-10.
10. Learn how to say “There is,” “There are...”
11. Learn the colors and how to say “I like..” and “I don’t like.”

SUGGESTED ACTIVITIES

1. Student and facilitator introductions
2. Clarification of course requirements and grading criteria.
3. Explanation of how textbook, workbook and tapes will be used in class.
4. Distribute and discuss the strategies in “How to be a Successful Language Learner”.
5. Discuss how learning a foreign language can be helpful to the students in the workplace.
6. Listen to and repeat the sounds of the Spanish alphabet. Discuss how the alphabet and its sounds differ from the English alphabet.
7. Facilitator will introduce basic vocabulary for class including: #1-10, classroom vocabulary & useful classroom expressions (part of **Leccion Uno**) in the textbook.

ASSIGNMENT: Quiz #1 – read alphabet aloud for accuracy; Quiz #2 - written quiz on numbers, colors & matching of classroom expressions.

WORKSHOP TWO

OBJECTIVES:

Students will:

1. Listen to, repeat titles, expressions of courtesy and basic questions and answers.
2. Learn that all nouns in Spanish—including those denoting non-living things—are either masculine or feminine.
3. Learn how to make nouns plural
4. Learn the four forms in Spanish that are equivalent to the English definite article “the.”
5. Learn the four forms in Spanish that are equivalent to the English indefinite articles “a” and “some.”
6. Learn the subject pronouns.
7. Memorize the conjugation of the verb “ser” and learn how to use it with the subject pronouns.
8. Learn the four forms of adjectives and their agreement with articles and nouns.
9. Learn to pronounce and use the numbers 11-100.

SUGGESTED ACTIVITIES:

1. Review for quiz; quiz.
2. Introduce vocabulary to **Lesson 1** on tape (pg. 4-5).
3. Listen to and repeat dialogue to chapter 1, pg. 2-3.
4. Gender of nouns, part I
5. Plural of nouns.
6. Noun and adjective agreement (gender & number).
7. Introduce the definite and indefinite articles, pg. 11.
8. Introduce the English verb “to be” and replace with “ser” and subject pronouns.

ASSIGN:

1. Quiz over verb “ser” and subject pronouns; gender of nouns; plural of nouns, definite and indefinite articles.
2. Complete “Tome el examen”, pg. 50-51) exercises A, C, D, E. F& G.

WORKSHOP THREE

OBJECTIVES:

Students will:

1. Listen to and repeat vocabulary to Chapter 2 and repeat dialogues.
2. Learn how to conjugate the present indicative (tense) of –ar verbs.
3. Learn and use possessive adjectives.
4. Learn the beginning principles of telling time.
5. Learn a little about the Spanish influence in Los Angeles, California.
6. Learn about the business protocol of one or more Spanish-speaking countries.

SUGGESTED ACTIVITIES:

1. Review for quiz; quiz
2. Vocabulary & dialogue, **Lesson 2** via tape (pg. 26 & 27; pgs. 24 & 25)
3. Cultural Reports
4. Read aloud and translate ‘Notas Culturales’ about the Hispanic influence in Los Angeles, California.
5. Introduce –ar verbs; rewrite lining up the three singular forms to the three plural forms (pg. 38). Do ex. A, B y C, pg. 32.
6. Introduce possessive adjectives & additional gender notes on nouns.
7. Introduce #11-100
8. Introduce telling time (up to ½ hour).

ASSIGN:

1. Quiz over conjugation of –ar verbs, possessive verbs, telling time, #11-100
2. Do “Tome este examen”, pg. 52-54, Ex. A, C, D, E, H & I.

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WORKSHOP FOUR

OBJECTIVES:

Students will:

1. Listen to and repeat dialogues & vocabulary to Chapter 3.
2. Learn how to conjugate –er and –ir verbs in the present indicative.
3. Learn the Spanish construction used to express possession.
4. Learn how to tell time past ½ hour.
5. Learn how to respond to the questions “What day is today? What is today’s date?”
6. Learn a little about the Hispanic influence in Miami, Florida.
7. Learn about the business protocol in one or more Spanish-speaking countries.
8. Practice the numbers 200-1000.
9. Introduce two irregular verbs in the present tense, TENER & VENIR, pg. 65

SUGGESTED ACTIVITIES:

1. Review for quiz; quiz.
2. Culture report(s).
3. Introduce days of week, months of year. Practice answering the question “Que dia es hoy?” and “Cual es la fecha de hoy?”
4. **Lesson 3** vocabulary and dialogue (pg. 58 & 59; pg. 56 & 57).
5. Read and translate, pg. 59 “Miami, Florida”
6. Review 1st half of telling time; add ‘menos’. Complete exercises on pg. 42.
7. Review –ar regular verbs; add –er and –ir verbs, pgs. 60-62.
8. Introduce expressions of possession, pg. 63-64
9. Numbers 200-1000

ASSIGN:

1. Quiz on –er & -ir verbs, expressions of possession & telling time.
2. Complete “Tome este examen” Ex. A, B, C, F & G, pgs. 115-116.

WORKSHOP FIVE

OBJECTIVES:

Students will:

1. Memorize the conjugations of **THREE** additional irregular verbs (model) in the present tense: **IR, DAR AND ESTAR.**
2. Understand the use of the personal “a” in Spanish. (It has no equivalent in English).
3. Learn the only two contractions in Spanish: **al** and **del.**
4. Listen to and repeat the vocabulary to Lesson 4.
5. Understand that, unlike English there are **TWO** verbs that mean “to know” in Spanish and **TWO** verbs that mean “to be.” Learn the distinction between the two for each pair.
6. Learn about the business protocol in one or more Spanish-speaking countries.
7. Learn about (read & translate) “Puerto Rico”

SUGGESTED ACTIVITIES:

1. Review for quiz; quiz.
2. Culture report(s)
3. Vocabulary & dialogue to **Lesson 4** (pg. 78-79; pg. 76-77).
4. Personal a, pg. 84.
5. Saber vs. conocer, pg. 83.
6. Contractions al & del, pg. 85
7. Present indicative of **IR, DAR AND ESTAR.**

ASSIGN:

1. Quiz on irregular verbs, saber vs. conocer.
2. Do “Tome este examen”, pg. 117-118, Ex. B, C, D, E, G & H.

WORKSHOP SIX

OBJECTIVES:

Students will:

1. Practice the conjugation of stem-changing verbs (also called shoe-changing verbs).
2. Learn a little about the country of Panama.
3. To distinguish between the verbs ser & estar (pg. 100-101)
4. Learn about the business protocol in one or more Spanish-speaking countries.
5. Learn the four 'third person' direct and two 'indirect' object pronouns, how to replace the noun for the pronoun, how to rewrite the sentence.
6. Learn how to rewrite sentences with either the direct OR indirect object pronoun AS WELL AS with both the direct and indirect object pronoun.
7. How to make sentences with direct and/or indirect object pronouns in them.
8. Become familiar with the acronym SPV (subject, pronoun, verb).
9. Listen and repeat the vocabulary to Lesson 6.

SUGGESTED ACTIVITIES:

1. Review for quiz; quiz.
2. Cultural report (s).
3. Read aloud and translate Panama, pg. 127
4. Do **Lesson 6** vocabulary and dialogue (pg. 124-125; 122-123).
5. Demonstrate how to conjugate the three types of stem-changing verbs.
6. Direct object & indirect object pronouns.

ASSIGN:

1. Quiz on direct & indirect object pronouns.
2. Do "Tome este examen", Ex. E& G, pg. 170.

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WORKSHOP SEVEN

OBJECTIVES:

Students will:

1. Learn a little about Costa Rica.
2. Learn about the business protocol in one or more Spanish-speaking countries.
3. Learn about reflexive pronouns & how to conjugate a reflexive verb.
4. Listen to and repeat the vocabulary and dialogue to Lesson 7.
5. Review materials (since midterm if applicable) for final exam/quiz.

SUGGESTED ACTIVITIES:

1. Review for quiz; quiz.
2. Culture reports.
3. Read aloud & translate Costa Rica, pg. 147
4. Listen to and repeat vocabulary & dialogue to **Lesson 7** (pgs. 144-49; pgs. 143-44).
5. Reflexive pronouns & verb conjugation (pg. 158).
6. **Review for final exam/quiz.**

ASSIGN:

1. Ex. F & G, pg. 172 of “Tome este examen.”
2. Study for final exam/quiz.

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WORKSHOP EIGHT

OBJECTIVES:

Students will:

1. Complete final exam/quiz.
2. Evaluate the facilitator, course module and course.
3. Practice conversations relative to the business world.

SUGGESTED ACTIVITIES:

1. Complete evaluation (facilitator leaves room).
2. Take final exam.
3. Conversational practice.

ASSIGN:

1. For students taking Spanish 102, review all materials prior to the first class.

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