



Summer Term 2019-2020

SPANISH  
CUHK

Course Code & Title:	SPANISH LANGUAGE: Spanish 1 and Spanish 2 SPAN 2050 A	
Language of Instruction: Spanish/English	Units: 6	

### Course Description

This course gives students a basic introduction of the Spanish language using a communicative and task-based approach. The student will develop communicative competence in the four skills: listening, speaking, reading and writing. No prior knowledge of Spanish is required.

### Learning Outcomes

After taking this course, students i) can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type, ii) can introduce themselves and others, iii) can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has, iv) can interact in a simple way provided the other person talks slowly and clearly and v) is prepared to help.

- Listening:** students can understand familiar words and very basic phrases concerning him/herself, his/her family and immediate concrete surroundings when people speak slowly and clearly.
- Reading:** students can understand familiar names, words and very simple sentences, for example on notices, posters or in catalogues.
- Spoken interaction:** students can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what he/she is trying to say. He/she can ask and answer simple questions in areas of immediate need or on very familiar topics.
- Spoken production:** students can use simple phrases and sentences to describe where he/she lives and people he/she knows.
- Writing:** students can write a short, simple postcard, for example sending holiday greetings. They can fill in forms with personal details, for example writing his/her name, nationality and address on a hotel registration form.

### Course Content

Lesson	Speech Acts	Grammar	Culture
<b>Chapter 1</b> <b>EL VIAJE AL ESPAÑOL</b> <i>A journey into the Spanish language</i>	<ul style="list-style-type: none"> <li>- Greetings.</li> <li>- Introducing yourself.</li> <li>- Asking someone's name.</li> <li>- Telling someone your name.</li> <li>- Asking about unknown words.</li> <li>- Asking and answering the reasons for learning Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>- Spanish stress and written accent rules.</li> <li>- Definite articles.</li> <li>- Gender of the nouns.</li> <li>- Plural forms of nouns.</li> <li>- Subject pronouns.</li> <li>- Spanish regular –AR verbs.</li> <li>- Numbers from 0 to 10.</li> </ul>	<ul style="list-style-type: none"> <li>- Famous Hispanic people.</li> <li>- The most common Spanish names and surnames.</li> <li>- Formal and informal 'you'.</li> <li>- Spanish language facts.</li> </ul>
<b>Chapter 2</b> <b>PRIMEROS CONTACTOS</b> <i>First contacts</i>	<ul style="list-style-type: none"> <li>- Introducing oneself and others.</li> <li>- Talking about your country, town or village of origin.</li> <li>- Referring to physical and psychological states.</li> <li>- Spelling words.</li> <li>- Asking for contact information (email, telephone, number).</li> <li>- Talking about your work and professions.</li> <li>- Forming negative sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- The present tense of SER.</li> <li>- The present tense of TENER.</li> <li>- The Spanish alphabet.</li> <li>- Spanish regular –ER and –IR verbs.</li> <li>- Undefined article.</li> <li>- Masculine and feminine form of professions.</li> <li>- Interrogative pronouns: CÓMO, QUÉ, DÓNDE, DE DÓNDE.</li> <li>- Negation.</li> </ul>	<ul style="list-style-type: none"> <li>- Work in Spain.</li> <li>- First-encounter conversations.</li> <li>- Mexico.</li> </ul>

<b>Chapter 3</b> <b>MI GENTE</b> <i>My people</i>	<ul style="list-style-type: none"> <li>- Family.</li> <li>- Describing people.</li> <li>- Date and months.</li> <li>- Age and birthday.</li> <li>- Talking about things that you like.</li> </ul>	<ul style="list-style-type: none"> <li>- Numbers from 11 to 100.</li> <li>- Possessive articles.</li> <li>- Adjective and noun agreement.</li> <li>- Present tense of ESTAR.</li> <li>- Interrogative pronouns: QUIÉN, QUIÉNES, CUÁNTOS, CUÁNTAS.</li> <li>- Me gusta/n...</li> </ul>	<ul style="list-style-type: none"> <li>- A family business: Chocolates Valor.</li> <li>- The Spanish family.</li> <li>- Spanish singers.</li> <li>- Guatemala, El Salvador and Honduras.</li> </ul>
<b>Chapter 4</b> <b>MIRADOR</b> <i>Review</i>	<ul style="list-style-type: none"> <li>- Cultural similarities and differences.</li> <li>- Self-evaluation: Theory and practice.</li> <li>- Learning to study.</li> <li>- Talk and play.</li> </ul>		
<b>Chapter 5</b> <b>ES HORA DE COMER</b> <i>It's time to eat</i>	<ul style="list-style-type: none"> <li>- Measurements, weights and prices.</li> <li>- Asking for food.</li> <li>- Ordering in a bar.</li> <li>- Buying food.</li> <li>- Expressing preferences.</li> <li>- The time.</li> </ul>	<ul style="list-style-type: none"> <li>- Irregular verbs: <i>querer, preferir, poder, probar...</i></li> <li>- Quantities</li> <li>- Direct object pronouns</li> <li>- SE impersonal</li> <li>- Numbers from 100 to...</li> <li>- Adverbs of frequency: muchas veces, pocas veces...</li> </ul>	<ul style="list-style-type: none"> <li>- Bars in Spain</li> <li>- Tapas &amp; Spanish food</li> <li>- Nicaragua, Costa Rica &amp; Panama</li> </ul>
<b>Chapter 6</b> <b>POR LA CIUDAD</b> <i>Around the city</i>	<ul style="list-style-type: none"> <li>- Describing a city.</li> <li>- Asking and giving directions.</li> <li>- Requesting information at the tourist office.</li> <li>- Ways of transportation.</li> <li>- Days of the week.</li> <li>- Names of shops.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Hay</i> vs. <i>está</i>.</li> <li>- Present form of <i>ir</i>.</li> <li>- Prepositions of place.</li> <li>- Verbs with <i>e&gt;I</i> stem change.</li> <li>- <i>Tener que</i> + infinitive.</li> </ul>	<ul style="list-style-type: none"> <li>- Seville and Bogotá.</li> <li>- The Gold Museum.</li> <li>- Colombia.</li> </ul>
<b>Chapter 7</b> <b>EL PLACER DE VIAJAR</b> <i>The pleasure of travelling</i>	<ul style="list-style-type: none"> <li>- Making a reservation in a hotel</li> <li>- Expressing preferences</li> <li>- Showing agreement and disagreement</li> <li>- Writing a postcard</li> <li>- Talking about experiences</li> <li>- Presenting a complaint</li> <li>- Apologizing</li> </ul>	<ul style="list-style-type: none"> <li>- Verbs with an irregular 1<sup>st</sup> person.</li> <li>- <i>También</i> and <i>tampoco</i>.</li> <li>- Indirect object pronouns.</li> <li>- Present perfect.</li> <li>- Irregular participles.</li> <li>- The use of <i>muy</i> and <i>mucho</i></li> </ul>	<ul style="list-style-type: none"> <li>- Mallorca.</li> <li>- Cuba.</li> <li>- A formal complaint.</li> <li>- Ecuador.</li> </ul>
<b>Chapter 8</b> <b>MIRADOR</b> <i>Review</i>	<ul style="list-style-type: none"> <li>- Cultural similarities and differences.</li> <li>- Self-evaluation: Theory and practice.</li> <li>- Learning to study.</li> <li>- Talk and play.</li> </ul>		

Learning Activities			
Interactive classwork[1] (hr) in / out class	Extra-curricular activities (hr) in / out class	Web-based teaching (hr) in / out class	Homework / Self-study (hr) in / out class
3	: 1.5	: 1	: 3
M	: O	: M	: M

M = Mandatory / O = Optional

[1] Interactive classwork focuses on student-centered activities as pair work, group work, role-playing and student-teacher interaction.

Assessment Scheme		
Task nature	Description	Weight
<b>Participation in class and homework</b>	Attendance, punctuality and active participation in class activities and regular homework. Continuous assessment.	15%
<b>WRITING</b>	Individual exercise evaluating your writing skills	15%
<b>VIDEO</b>	Individual exercise evaluating your oral skills	15%
<b>Listening, reading, writing</b>	Instructions will be given by the teacher	15%
<b>Team project</b>	Turist guide. Working in pairs, Instructions will be given by the teacher	20%
<b>Spoken production and interaction</b>	Production: 2 to 3 minutes about a topic assigned at random. Interaction: 2 to 3 minutes of dialogue in pairs about a topic assigned at random.	20%

**Notes:**

- You are required to arrive on time.
- You are required to attend at least 75% of the class. Treat 75% attendance as the minimum, not the maximum.
- The success of your own learning will highly depend on your attendance.
- **Should you miss more than 25% of the class, you will automatically fail the course.**
- **If you miss any assignment without any justified reason, the assignment will be not rescheduled**
- If you are unable to attend, get informed about what content and homework you missed and make it up yourself.

GRADE DESCRIPTORS				
A	B	C	D	F
<p>Outstanding performance in all learning outcomes and meeting all specified assessment requirements. Can fully understand and appropriately use sentences and frequently used expressions related to areas of most immediate relevance. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters in a competent way. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need appropriately.</p>	<p>Good performance on all learning outcomes. Can understand and predominantly appropriately use sentences and frequently used expressions related to areas of most immediate relevance. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters in a suitable way. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need predominantly appropriately.</p>	<p>Satisfactory performance on the majority of learning outcomes. Can partially understand and predominantly appropriately use sentences and frequently used expressions related to areas of most immediate relevance. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters in a basic way. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need partially appropriately.</p>	<p>Barely satisfactory performance on a number of learning outcomes. Can rarely understand and predominantly appropriately use sentences and frequently used expressions related to areas of most immediate relevance. Can hardly communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in very simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>	<p>Unsatisfactory performance on a number of learning outcomes and/or failure to meet specified assessment requirements. Cannot understand and use sentences and frequently used expressions related to areas of most immediate relevance. Cannot communicate in routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Cannot describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>

Learning Resources
<b>Course Materials</b>
<ol style="list-style-type: none"> <li>1. Lloret Ivorra et al. (2010). ¡Nos vemos! 2: <i>Libro del alumno &amp; Cuaderno de ejercicios</i> (Textbook &amp; Workbook), Barcelona: Difusión.</li> <li>2. Handouts and PowerPoints provided by your instructor.</li> </ol> <p><i>Textbooks are available at The Commercial Press Bookstore on CUHK campus.</i></p>
<b>IT Resources</b>
<ol style="list-style-type: none"> <li>1. <i>CU eLearning System</i> <a href="http://www.cuhk.edu.hk/eLearning/elearn/">http://www.cuhk.edu.hk/eLearning/elearn/</a></li> </ol>

### Readings & Library Resources

1. **Complete Spanish grammar (2004)** [electronic resource **AVAILABLE AT CUHK ULS**] / Gilda Nissenberg. New York: McGraw-Hill.
2. **Modern Spanish grammar (2003)** [electronic resource **AVAILABLE AT CUHK ULS**] a practical guide / Juan Kattán-Ibarra and Christopher J. Pountain. London: Routledge.
3. **Graded readings** CU libraries have little books in Spanish that are adjusted to your reading levels (in Spanish we call them "lecturas graduadas"). Some e-books, downloadable via Internet that you can print or read comfortably in your computer, PDA, etc. The level varies from collection to collection, but initially you can try "nivel 1" (level 1) and progressively upgrade to another reading level if you feel you can manage it. To do a library search in ULS, type "lecturas graduadas" + "nivel 1" or "nivel 2" (+ "electronic"), etc.].

### Class sections and teachers' contact details:

Class	Time	Classroom	No of weeks	Teacher	Email
<b>SPAN 2050 A</b>	26/ 05/2020, 28/05/2020, <b>9:30-12:15</b>  01/06/2020 - 07/07/2020 Monday to Friday <b>9:30-12:15</b>	---	7	Dr. Ana ALIAS MARTINEZ	<a href="mailto:analima11@hotmail.com">analima11@hotmail.com</a>

### For further information and inquiries, you are welcome to contact:

Contact	Telephone	Email	Office
Dr. Celia CARRACEDO MANZANERA	3943 8545	<a href="mailto:ccarracedo@cuhk.edu.hk">ccarracedo@cuhk.edu.hk</a>	G23, K.K. Leung Building <b>Office Hours:</b> <i>gladly by appointment</i>
General Office	3943 9836	<a href="mailto:lin@cuhk.edu.hk">lin@cuhk.edu.hk</a>	Rm G17, KKL Building <b>Office Hours:</b> <i>gladly by appointment</i>

### Academic Honesty and Plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.


With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

### Feedback for Evaluation

Our language programme highly values students' feedback and comments and is happy to use them for reflection on our teaching and improvement. Students are very welcome to provide comments and feedback on the course any time to their course teacher or the course level coordinator through email or in personal conversation. In addition, students' feedbacks will be collected in the middle of the term through an open-end questionnaire and the teacher will discuss the feedbacks in class and make improvements if necessary. The course will also follow the university's course evaluation exercise at the end of the term, and students' feedbacks will be used for future course planning and teaching.

Schedule (Subject to changes):

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	25 May	26 May	27 May	28 May	29 May
1		SPAN 2050 Chapter 1		SPAN 2050 Chapter 1	
	1 June	2 June	3 June	4 June	5 June
2	Chapter 1	Chapter 1	Chapter 1	Chapter 2	Chapter 2 <b>Writing Task</b> 
	8 June	9 June	10 June	11 June	12 June
3	Chapter 2	Chapter 2	Chapter 3	Chapter 3	Chapter 3
	15 June	16 June	17 June	18 June	19 June
4	Chapter 3	Chapter 5	Chapter 5	Chapter 5	Chapter 5 <b>Video task</b> 
	22 June	23 June	24 June	25 June	26 June
5	Chapter 5 + Chapter 6	Chapter 6	Chapter 6	<b>PUBLIC HOLIDAY</b>   	Chapter 6
	29 June	30 June	1 July	2 July	3 July
6	Chapter 7	Chapter 7	<b>PUBLIC HOLIDAY</b>  	Chapter 7	Chapter 7 <b>Listening, reading writing</b> 
	6 July	7 July	8 July	END OF SUMMER SESSION	
7	Chapter 7	<b>Team project</b> 	<b>ORAL TEST</b> 		