| Course Title | | Credits | Instructor (s) | |
|--|--|---|--|---|
| Spanish 2 | | 2 | DOI Masaki, MATSUMOTO Go | |
| Target | | | Semester | Form |
| | | | Ond | Donation |
| 1st, 2nd, 3rd, and 4th year students | | 8 | 2 nd semester | Practice |
| Keywords | Spanish, grammar, conversation, society/culture in Spanish-speaking countries. | | | |
| Course Description (including Goal and Objectives) | [Aim of this course] 1, Learning of grammar and development of practical skills for communication. 2, Learning of not only the Spanish language but also the customs and food culture of Spanish-speaking countries in order to broaden knowledge regarding cultural diversity. [Attainment Targets] 1, Sufficient ability to travel to Spanish-speaking countries (skill). 2, Basic conversation skills in Spanish depending on the situation, becoming accustom to the ways of expression peculiar to Spanish such as conjugation (skill). 3, Attainment of ability to explain customs and food culture in Spanish-speaking countries. [Placement of this course] Please register after understanding the relationships between curriculum policy and the subject, referring the "curriculum map". [Lecture plans] • Method Professor Doi is in charge of grammar; Professor Matsumoto is in charge of conversation. We try to make as much opportunity to actually use Spanish including reading aloud/role-play. Lectures proceed as follows. (1) Lecture(explanation and comments about exam taken in previous class.) (2) Lecture(explanation and asking/answering questions.) | | | |
| Course Schedule | 1 Useful verbs for con 2 Useful verbs for con 3 Useful verbs for con 4 Useful verbs for con 5 Useful verbs for con 6 Conclusion until the 7 Conversation for eve 8 Conversation for eve 9 Conversation for eve 10 Conversation for eve 11 Conversation for eve 12 Conversation for eve 13 Conversation for eve 14 Conversation for eve | versation(1), versation(2), versation(3), versation(4), versation(5), en and mid-sery scene(1), ery scene(2), ery scene(3), ery scene(4), ery scene(5), ery scene(6), ery scene(7), ery scene(8), | irregular verbs(1) irregular verbs(2) irregular verbs(3) irregular verbs(4) irregular verbs(5) emester exam irregular verbs(6) expression to say "I expression to say "I reflexive verbs(1) reflexive verbs(2) past participles /pr past participles /pr past perfect/presen | [like~."(2) esent participles(1) esent participles(2) |
| Textbook (s) and reference (s) | supeingo, Conversation publishment (Grammar) 「Accion!」 w Socorro Franco, Hakusui-s | kara hajimete Edition | e nichijokaiwa • ryo ritten by Jesus nomiya Mizue, Och nding on progressio supeingo jiten』 Ha | okokaiwa ga hanaseru: 0 kara start Maroto Lopez-Tello , J research niai Sae, Paloma Trenado, Maria del on, we might use other textbooks. akusui Publishment, 『Progressive c dictionary. |

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| · Attitude toward the class | | | | |
| Students should attend every class and make sure to submit assignments given at the end of | | | | |
| the class. When they asked to make remarks, participate actively. | | | | |
| · Advice for working at home | | | | |
| Try to pore over the assignments. Besides, it is effective to vocalize repeatedly so that | | | | |
| Spanish will easily come from students' lips, imaging real scenes. Maybe they should watch | | | | |
| movies or listen to music sung in Spanish as well. They'll enjoy learning Spanish if they | | | | |
| realize they are gradually becoming able to catch more vocabulary or expressions. | | | | |
| • Criteria | | | | |
| In addition to the mid-semester exam and end-of-semester exam, we evaluate their | | | | |
| acquisition, level of understanding, versatile skills (logical thinking, text representation), and | | | | |
| level of participation respectively. Then we assess by totaling them. Criteria are | | | | |
| (1) Active participation in role-play or asking/answering questions. | | | | |
| (2) Serious commitment to every assignment. | | | | |
| (3) Using appropriate expressions for the scenes, having writing skills with grammatical | | | | |
| accuracy. | | | | |
| Assignments | 40% | | | |
| mid-semester exam | 30% | | | |
| end-of semester exam | 30% | | | |
| Many people in the world speak Spanish (the 2nd largest number of people in the world | | | | |
| speak it as their mother tongue). You could talk to 1/10 of the people in the world, given that | | | | |
| you've already studied English, too. We hope learning Spanish broadens your possibilities | | | | |
| and produces opportunities to lead the way to the world. | | | | |
| (Doi): Every Monday 12:30~14:30 DTP Office, 1st floor in the 2nd building of Faculty of | | | | |
| Humanities and Social Sciences. | | | | |
| (Matsumoto): Every Wednesday 13:00~14:30 Research Institute of Nasca, 2nd floor in the | | | | |
| 3rd building of Faculty of Humanities and Social Sciences. | | | | |
| | Students should attend every class and make sure to sure the class. When they asked to make remarks, participated Advice for working at home Try to pore over the assignments. Besides, it is effect Spanish will easily come from students' lips, imaging movies or listen to music sung in Spanish as well. The realize they are gradually becoming able to catch more acquisition, level of understanding, versatile skills (logical level of participation respectively. Then we assess by total (1) Active participation in role-play or asking/answering (2) Serious commitment to every assignment. (3) Using appropriate expressions for the scenes, have accuracy. Assignments mid-semester exam end-of semester exam Many people in the world speak Spanish (the 2nd lates speak it as their mother tongue). You could talk to 1/10 you've already studied English, too. We hope learning and produces opportunities to lead the way to the world (Doi): Every Monday 12:30~14:30 DTP Office, 1st floor Humanities and Social Sciences. (Matsumoto): Every Wednesday 13:00~14:30 Research | | | |