Course Description
Intermediate Spanish Language III is designed for students who demonstrate mastery of basic vocabulary and grammar in conversational Spanish and who show a capacity for excelling at intermediate-level material. The primary goal is helping the student acquire communication skills that will permit the student to carry on conversations with native Spanish speakers, and especially with their homestay families, centered on topics and concepts of intermediate to advanced complexity. The course seeks to develop conversational language skills through focused tasks, lessons on the use of grammatical structures, exercises for reading and listening comprehension, a great deal of interaction and conversation, and activities that are engaging and interactive. Lessons and activities may be conducted inside or outside the classroom, and can include interviews, dramatizing real or imaginary situations, and exploring language and culture through different media, such as newspapers, literature, cinema, music, and legends. Homework assignments include exercises from the Costa Rican-authored novel La Loca de Gandoca, the CPI workbook (Tareas #2), or internet research, for instance, to prepare oral presentations.

Learning Objectives
By completing this course, students will:

- Demonstrate correct use of Spanish grammar, vocabulary, and Costa Rican expressions acquired in previous experiences with Spanish (e.g., SPAN 2002 MTVE).
- Construct written and oral statements using moderately complex grammar and syntax that include: past perfect in the subjunctive, progressive, and indicative modes; present perfect in the subjunctive mode; present tense in the indicative mode; past tense and present progressive in the indicative mode; pluperfect and pluperfect progressive in the indicative mode; pluperfect and imperfect in the subjunctive mode; imperfect + que + pluperfect in the subjunctive mode; present/future + que + present subjunctive; consecutive sentences; comparative sentences; sentences using “aunque”, “a no ser que”; conditional sentences using “en el caso de que”, “si...”, “en caso de que”, “en el supuesto de que”; constructions with ser, estar, parecer, querer, preferir and necesitar; atonic pronouns; relative pronouns, and the reflexive and impersonal passive voice.
- Construct written and oral statements using moderately advanced vocabulary, including words and phrases related to social guarantees (salaries, workday, vacations, universal health care), social relationships, protection and security, social and religious events, expressions with por, labor rights and obligations, coffee production, tourism industry, cycle of life, reproduction, domestic activities, connectors (e.g., además, porque, en suma), footwear, accessories, travel, shows and exhibitions, pilgrimages, television and radio, indigenous people.
- Assert and justify assessments or judgments (written or oral) regarding labor, social relations, or economic activities in Costa Rica.
- Make statements that express complexity and nuance.
- Distinguish between events of the past, present, and future.
- Make expressions of doubt, reservations, and uncertainty about past events, and discuss uncertain or unknown events of the future.
- Expresses wishes and preferences int he past and future.
- Explain cause and consequence of events of the past, present, and future.

Course Prerequisites
None. Each student is placed into a particular level depending on his/her linguistic skills, as assessed in an initial placement exam.

Methods of Instruction
The method used is based on ACTFL (American Council on the Teaching of Foreign Languages) and MCER (Marco común europeo de referencia para las lenguas: aprendizaje, enseñanza y evaluación).

Content is imparted through conversations, songs, readings, stories, and poetry, adapted to the level. In addition, students play Spanish-language board games, make oral presentations, write essays, and have dialogues and conduct interviews with locals in and out of the classroom. In addition, they are assigned daily homework from their novel and workbook.

**Assessment and Final Grade**

1. Participation 15%
2. Oral presentation 5%
3. Quizzes 20%
4. Reading comprehension of the book (quizzes) 10%
5. Homework 20%
6. Final exam 30%
   TOTAL 100%

**Course Requirements**

**Participation**

Participation means paying attention, voluntarily providing answers, not speaking out of turn, working actively in group dynamics or teams, avoiding your native language, interacting with people, being focused and engaged in class, and keeping a positive attitude.

**Oral presentation**

This refers to a 15-20-minute verbal presentation that the student makes in front of the instructor and classmates on a theme that the student chooses.

**Quizzes**

During the semester there will be four quizzes covering vocabulary and grammar and will include simple essays.

**Reading comprehension of the book (quizzes)**

During the course students will read the novel *La Loca de Gandoca*, and reading comprehension will be assessed with four quizzes.

**Homework**

There will be daily assignments from the workbook that must be completed for the next class. Incomplete or late homework will result in the loss of points.

**Final exam**

This is a comprehensive exam in a varied format: multiple choice, sentence completion, short answer, associations, reading comprehension and listening comprehension. It will cover all material covered in class and from homework assignments (but not the novel).

**Attendance**

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required
field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences for classes will lead to the following penalties:

N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

**Weekly Schedule**

**Week 1**
Class:  
Program Orientation; Students on Field Trip #1 (no Spanish classes)

**Week 2**
Class:  
**Grammar**: Review irregular present, past tense, imperative mood, present subjunctive, simple future, future perfect, and present and future tense in subjunctive mode. Review ser and estar (all tenses).

**Vocabulary**: Ordinal numbers, food, kitchen, addresses, rules, expressions of time, adjectives, adverbs of mood, travels, social guarantees (salaries, workday, vacations, social security), diet and nutrition, social relationships, protection and security.

**Cultural note**: No tener ni un cinco. Por si las moscas. ¡Qué vacilón! ¡Al chile! Agüevado. La choza. Hablar paja.

**Reading comprehension**: “Naturaleza vil”. “Te deseo”. “Cultura/Llegaron los tamales”.


**Assignments and exams**: Oral interview, placement test No. 1.

**Week 3**
Class:  

**Vocabulary**: Celebrations and family, social and religious events, sustainable development, expressions with por, means of transportation and communication, labor rights and obligations, medicine and drugs, coffee production, tourism industry

**Reading comprehension**: “Carta a Dios”. “Poema de Facundo Cabral”. “Un día de estos”.

**Activity**: Express judgments and assessments. Express a degree of security or insecurity. Argue
for or against an idea. Express wishes and preferences in the past. Express consequences. Express time and space. Recommend places, people or things. Describe past situations and experiences. Express wishes, suggestions and excitement for the realization of a fact. Video: “Un día de estos”.

**Assignments and exams**: Quiz No. 1. Reading comprehension No. 1 (CPI Tareas # 2, pp. 11-34).

**Week 4**
Class: .

Students on field trip #2: No Spanish classes

**Assignments and exams**: Read La Loca de Gandoca

**Week 5**
Class: .

Students on field trip #2: No Spanish classes

**Assignments and exams**: Read La Loca de Gandoca

**Week 6**
Class: .

**Grammar**: Imperfect subjunctive (of doubt: dudar y no creer). Conditional sentences: en caso de que, si...). Imperfect past + que + imperfect in subjunctive mode. Si + imperfect in subjunctive mode + simple conditional. Ojalá + imperfect in subjunctive mode.

**Vocabulary**: Climate and weather, sustainable development.

**Reading comprehension**: “Ecología hecha papel”.

**Activity**: Express doubt, reservation, and uncertainty about past events. Talk about future and unsafe situations. Make assumptions about the future.

**Assignments and exams**: Placement test No. 2. Reading comprehension No. 2 (CPI Tareas # 2, pp. 35-56).

**Week 7**
Class: .

**Grammar**: Imperfect in the subjunctive mode. Conditional sentences using “en el caso de que”, “si...”. Imperfect in the indicative mode + que + imperfect in subjunctive mode + simple conditional. Ojalá + imperfect in subjunctive mode.

**Vocabulary**: Climate and weather, sustainable development.

**Reading comprehension**: Ecología hecha papel

Activity: Express doubt, reservation, and uncertainty about past events. Talk about future and unsafe situations. Make hypotheses in the future tense.

**Assignments and exams**: Oral presentation

**Week 8**
Class: .

**Grammar**: Past perfect in subjunctive, progressive and indicative mode.

**Vocabulary**: Cycle of life, reproduction, domestic activities, connectors (además, porque, en suma)

**Cultural note**: Estar limpio. Estar en la luna. Estar de goma

**Activity**: Express hope and wish for an event. Recite activities that are occurring right now. Express knowledge, certainty, and evidence.
Assignments and exams: Quiz No. 2.

Week 9
Class: 

Grammar: Past perfect, present perfect in subjunctive mode. Present tense in indicative mode. Past tense and present progressive in indicative mode.

Vocabulary: Cycle of life, reproduction, domestic activities, connectors (además, porque, en suma).

Listening comprehension: “Una noche tormentosa”

Activity: Express hope and wish for a particular outcome. Tell about actual activities. Express knowledge, certainty, and evidence.

Assignments and exams: Reading comprehension No. 3 (CPI Tareas # 2, pp. 57-80).

Week 10
Class: 

Grammar: Pluperfect and pluperfect progressive in indicative mode. Pluperfect and imperfect in subjunctive mode. Imperfect + que + pluperfect in subjunctive mode.

Vocabulary: Mood description, ecology and environment, family parties

Reading comprehension: “Animales en peligro de extinción”


Assignments and exams: None.

Week 11
Class: 

Students on field trip #3: No Spanish classes

Assignments and exams: Read La Loca de Gandoca

Week 12
Class: 

Students on field trip #3: No Spanish classes

Assignments and exams: Read La Loca de Gandoca

Week 13
Class: 


Vocabulary: Clothing, footwear, accessories, travel, shows and exhibitions, food, politics, pilgrimages

Reading comprehension: “Juana y la Negrita”. “Corridas a la tica”


Activity: Express surprise or astonishment. Express hope, desire, grief, pleasure, feelings or emotions. Communicate facts to others. Express hypotheses in past events. Repeat what other person said. Express regret.

Assignments and exams: Quiz No. 3. Mini essay No. 2
Week 14
Class:

**Grammar:** Constructions with ser, estar, parecer. Reflexive and impersonal passive voice. Review of subjunctive mode. Relative pronouns.

**Vocabulary:** Television and radio, public services, home objects, professions, sports, science and technology, indigenous people

**Reading comprehension:** “Subculturases juveniles”. “Cultura indígena”.

**Cultural note:** ¡Qué chiva! Llegar a la hora del bueno. ¡Qué majadería!

**Activity:** Write simple, reasoned, and well-argued opinions, pointing advantages, disadvantages, arguments, and counterarguments. Impart information and ideas of both abstract and concrete issues. Oppose, refute, summarize and conclude. Review.

**Assignments and exams:** Reading comprehension No. 4 (CPI Tareas # 2, pp. 81-105). Quiz No. 4.

Week 15
Class:

**Assignments and exams:** Final Exam

**Course Materials**

**Readings**

**Textbook and workbooks:**
CPI Tareas # 2: a collection of exercises, verbs, vocabulary, readings, and other printed materials.

**Reference materials**

RAE y Asociación de Academias de la lengua española (2005). Diccionario panhispánico de dudas, Bogotá: Santillana Ediciones Generales, S.L.