



CIEE Monteverde, Costa Rica

Course title:	Spanish Language, Intermediate II
Course code:	SPAN 2002 MVCR
Programs offering course:	Tropical Ecology and Conservation
Language of instruction:	Spanish
U.S. semester credits:	3
Contact hours:	45
Term:	Fall 2020

Course Description

Intermediate Spanish Language II 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 help 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 moderate 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:

1. have an enhanced understanding and improved use of Spanish grammar acquired in previous experiences with Spanish (e.g., SPAN 2001 MTVE)
2. have improved use of the Spanish vocabulary as well as Costa Rican expressions (Costarriqueñismos) acquired in previous experiences with Spanish (e.g., SPAN 2001 MTVE)

The student will also acquire

1. an enhanced understanding and improved use of grammatical content, including, including: simple future and future progressive tenses; simple and complex conditional tenses; past perfect tense; past progressive tense; pluperfect tense; present tense in subjunctive mode; imperfect tense in subjunctive mode; participles; gerunds; the passive voice; prepositions and verbs with prepositions; direct and indirect objects, alone and together and with the imperative mood; comparisons; demonstrative pronouns; the pronoun tú.
2. an expanded vocabulary, including words and phrases related to more complex farewells, traditional games, types of work, decoration, hygiene, furniture, the Costa Rican education system, apologies, permissions, refusals, cardinal directions, adverbs of place, literature, architecture, science and technology, terms of politeness, false cognates, political parties, economy, public services, news, medicine, the government, social security

Additionally, following the completion of the course, the student will



1. better understand the content of print materials aimed at the Costa Rican public (e.g., advertisements, newspapers, flyers)
2. communicate better his or her own biography, or relate events that occurred in the past to him/her or family members
3. be better able to give orders as well as interpret orders given by others
4. make better use of irregular verbs in all tenses
5. engage more fully in oral presentations both as a listener and presenter
6. be able to express opinions on the novel, *La Loca de Gandoca*

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.

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.

Assessment and Final Grade

1.	Preparation	5%
2.	Oral Presentation	5%
3.	Quizzes	20%
4.	Reading Comprehension	10%
5.	Homework	20%
6.	Final Exam	30%
7.	Participation	10%
	TOTAL	100%

Course Requirements

Preparation

This refers to having materials and the attitude necessary to begin classwork in the classroom on time. It includes having homework ready for submission on the due date.

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

During the course students will read various texts, 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

Participation

Participation means attending class, 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.

Attendance

Weekly Schedule

Week 1

Class Program Orientation; Students on Field Trip #1

(no Spanish classes)

Week 2

Class .

Grammar: Simple past versus imperfect tense. Gender and concordance. Adjectives and demonstrative pronouns. Ser y estar; and tener, hacer and haber.

Vocabulary: Greetings and more complex farewells, traditional games, types of work, education, physical characteristics, decoration, personal items, adjectives, antonyms, natural phenomena, objects in the house, last names and their order

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

Reading comprehension: *“Erasmus el encantado”, “Cómo cambian los tiempos”, “La pega o empacho”.*



Listening comprehension: Quiero abrazarte tanto.

Activity: Introduce yourself and someone else. Give and ask for information. Describe past situations and experiences. Express an action occurred in a determined unit of time. Characterize objects, people and animals. Detail physical traits. Highlight a few things among several things. Locate an item spatially or temporally. Describe yourself and others. Describe objects, animals, and weather. Discuss similarities and make comparisons.

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

Week 3

Class .

Grammar: Reflexive verbs. Prepositions and verbs with prepositions. Por and para.

Vocabulary: Body parts, hygiene, personal objects, products, cookware, address, adverbs, furniture, Costa Rican education, apologies, permissions, refusals

Listening comprehension: *cultural/Costa Rica es*

Activity: Talk about your daily routine. Express prohibitions and permissions. Apologize for events that occurred. Express impersonality. Comment on something or someone. Recognize and apply the meaning expressions. Express term of actions.

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 *El planeta verde*

Week 6

Class .

Grammar: Irregular verbs in past tense. Accents on words in past tense (Group 4 and 5).

Vocabulary: Shopping and bargaining, food and beverages

Activity: Talk about habits in the past. Describe a routine in the past.

Assignments and exams: placement test No. 2. Reading comprehension (CPI Tareas # 1, pp. 25-42).

Week 7

Class .

Grammar: Imperative mood.

Vocabulary: Food, cookware, illnesses, addresses, adverbs of places

Activity: Give instructions. Express orders. Give an address. Locate objects and give instructions to go to the place. Give instructions for a recipe. Game: *¿Quién manda?*

Assignments and exams: Oral presentation

Week 8

Class .

Grammar: Review of imperative mode. Direct and indirect object pronouns.

Vocabulary: Names of Costa Rican dishes, foods

Activity: Express location of objects. Talk about Costa Rican typical food.

Assignments and exams: Quiz No. 2.

Week 9

Class .

Grammar: Special verbs (*gustar, cantar, fascinar, caer bien/mal*).

Vocabulary: Food, animals, fruits, cloth, personal objects, sports, hobbies

Listening comprehension: “*Celebra la vida*”

Activity: Talk about Costa Rican typical food. Talk about preferences and tastes.

Assignments and exams: Reading comprehension No. 3 (CPI Tareas # 1, pp. 43-60).

Week 10

Class .

Grammar: Imperfect past tense.

Vocabulary: Landforms (rivers, volcanoes, beaches, etc.), relatives, provinces of Costa Rica

Activity: Describe objects, places, houses, neighborhoods and cities. Describe people physically and by their personality. Describe actions in the past. Tell a story. Review. Game: Mi niñez; Cooking class.

Assignments and exams: None

Week 11

Class

Students on field trip #3

No Spanish classes

Assignments and exams: Read *El planeta verde*

Week 12

Class

Students on field trip #3

No Spanish classes

Assignments and exams: Read *El planeta verde*

Week 13

Class

Grammar: Pronominal verb in present and past tense: *sujeto hace y recibe. Estar + participio. Estar + gerundio.*

Vocabulary: Cloth, bathroom, bedroom, kitchen, personal objects, terms for traveling through Hispanic countries, adjectives

Activity: Describe a daily routine in present and past. Express reciprocity. Interview about routine. Express action results. Describe actions in progress. Interact in shops, markets and restaurant. Ask for qualities of someone or something.

Assignments and exams: Quiz No. 3. Mini essay No. 2

Week 14

Class

Grammar: Conditional tense (uses and irregular formation). Present tense in subjunctive mode: *querer, desear, recomendar + que + imperativo.*

Vocabulary: Restaurants, table, prices, travel plans, illnesses and treatments

Activity: Express conditions. Express courtesy. Give advice, recommendations and indications. Express desire and suggestions. Game: En el restaurant. Review.

Assignments and exams: Reading comprehension No. 4 (*CPI Tareas # 1*, pp. 61-78). Quiz No. 4.

Week 15

Class

Final Exam

Assignments and exams: Final Exam

Course Materials

Readings

- Alvarado, G. (2009). *Literatura e identidad costarricense* (1ª ed.), San José: Editorial EUNED.
- Castillo, L. (2004). *La música más linda de Costa Rica* (4ª ed.), San José: Editorial Dos Cercas Ltda.
- González, J. (2005). *Antología del relato costarricense* (1ª ed.), San José: Editorial de la Universidad de Costa Rica.
- Grupo Editorial Océano (1997). *Diccionario Océano de Sinónimos y Antónimos* (1ª ed.), Barcelona: Editorial Océano.
- Kendris, C. & Kendris, T. (2007). *501 Spanish verbs* (6ª ed.), Hauppauge: Barron's Educational Series, Inc.
- Lázaro, F. (1996) *Cómo se comenta un texto literario* (1ª ed.), Salamanca: Ediciones Anaya S.A.
- Molina, I. & Palmer, S. (2002). *Historia de Costa Rica: Breve, actualizada y con ilustraciones* (1ª ed.), San José: Editorial de la Editorial de Costa Rica.
- Quesada, M. (1995). *Diccionario histórico del español de Costa Rica* (1ª ed.), San José: Editorial EUNED.
- Quesada, M. (2002). *El Español de América* (2ª ed.), Cartago: Editorial Tecnológica de Costa Rica.
- RAE (2010). *Ortografía de la lengua española* (1ª ed.), Madrid: Editorial Espasa.
- RAE y Asociación de Academias de la lengua española (2005). *Diccionario panhispánico de dudas*, Bogotá: Santillana Ediciones Generales, S.L.
- Rojas, M. & Ovares, F. (1995). *100 años de literatura costarricense* (1ª ed.), San José: Ediciones FARBEN.
- Salazar, C. (1989). *Cuentos de Angustias y Paisajes* (1ª ed.), San José: Editorial el Bongo.
- Seco, M. (1982). *Diccionario de dudas de la lengua española*, Madrid: Editorial Aguilar.