



CIEE Monteverde, Costa Rica

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| Course title: | Spanish Language, Intermediate III |
| Course code: | SPAN 2003 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 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 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 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:

1. have an enhanced understanding and improved use of Spanish grammar acquired in previous experiences with Spanish (e.g., SPAN 2002 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 2002 MTVE)

The student will also acquire

1. an enhanced understanding and improved use of grammatical content, including, including: 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.
2. an expanded 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

Upon completion of this course, the student will also have the foundation

1. to express how she or he rates experiences and to provide explanations for the judgments/assessments
2. to understand increasingly complex or nuanced conversations
3. to talk about events of the past, present, and future with greater fluidity and spontaneity
4. to express doubt, reservation, and uncertainty about past events, and discuss uncertain or unknown events of the future
5. to express wishes and preferences in the past and to explain cause and consequence of the past, present, and future
6. be able to explain aspects of the historical and social significance of 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.

Assessment and Final Grade

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| 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: 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”.

Activity: Talk about last names and their order. Contrast present and past tenses. Express probabilities and possibilities. Express feelings and give encouragement. Give direct orders and suggestions. Make detailed descriptions about your physical appearance and other people’s appearance. Express mood transformation. Express an idea. Instruct someone to do something. Talk about unsafe future situations. Talk about future plans. Song: “A quién le importa”.

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

Week 3

Class

Grammar: Prepositions and phrasal verbs. Present subjunctive (impersonal sentences and verbs of doubt). Sentences using “*aunque*”, “*a no ser que*”. Conditional sentences: “*en caso de que*”, “*en el supuesto de que*”. Present/future + *que* + present subjunctive. Imperfect in subjunctive mode (wish verbs: *querer, preferir and necesitar*; hint verbs). Consecutive sentences. Simple conditional. Comparative sentences. Simple conditional + *que* + imperfect in subjunctive mode.

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 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*”

Activity: Review. Express a past action before another past action. Express doubt, reservation, and uncertainty. Express emotions. Cooking class.

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 .

Grammar: Review of atonic pronouns. Past perfect in subjunctive mode (verbs of emotion). Direct and indirect style. Pluperfect subjunctive. Conditional sentences.

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

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

Cultural note: *Amarrar el perro. No es vara. Un tiritito. Ponerse las pilas. Hacerse bolas. Echar el cuento.*

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: “Subculturas 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

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.