



## CIEE Monteverde, Costa Rica

<b>Course title:</b>	Intermediate Spanish Language II
<b>Course code:</b>	SPAN 2002 MTVE
<b>Programs offering course:</b>	Sustainability and the Environment, Tropical Ecology and Conservation
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	4
<b>Contact hours:</b>	60
<b>Term:</b>	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 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 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:

Upon completion of this course, the student 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.

### **Assessment and Final Grade**

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

### **Course Requirements**

#### **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).

### 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.

### 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:** cultura/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 La Loca de Gandoca

### Week 6

Class

**Grammar:** Comparisons.

**Vocabulary:** Adjectives, antonyms, family, personal objects.

**Activity:** Ask detailed descriptions of the apparel of yourself and others. Make comparisons of things, animals, people, and skills.

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



## Week 7

Class .

**Grammar:** Imperative mood. The pronoun tú.

**Vocabulary:** Food, weights and measures, cardinal directions, numbers, adverbs of place, Costa Rican dishes (gallo pinto, casado, rice and beans)

**Reading comprehension:** ¿Eres tico o sos tico?

**Activity:** Ask for form processing and propose familiarity with tuteo. Make rules, write a recipe, make a prescription

**Assignments and exams:** Oral presentation

## Week 8

Class .

**Grammar:** Direct and indirect objects, alone and together, and with the imperative mood

**Vocabulary:** Sports, fun, cinema, types of music and literature, traditional games

**Reading comprehension:** “Cultura/corridos a la tica”

**Activity:** Make suggestions, informal invitations, and instructions. Request information. Offer and ask for help. Ask someone about their preferences.

**Assignments and exams:** Quiz No. 2.

## Week 9

Class .

**Grammar:** Participles. Gerunds. The passive voice.

**Vocabulary:** Literature, architecture

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

**Activity:** Description of things, people, animals and states. Describe common actions in the past, present and future. Give a detail or curiosity. Assume further action.

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

## Week 10

Class .

**Grammar:** Simple future and future progressive. Simple and complex conditional tenses.



**Vocabulary:** Technology, professions, relatives, jobs, social guarantees, illnesses, terms showing politeness

**Reading comprehension:** “El hombre en el espacio”

**Activity:** Talk about future and unsure situations. Talk about future plans. Imagine and suppose dubious or hypothetical situations. Express politeness. Review. Cooking class. Song: “Presagio”

**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:** Past perfect. Past progressive. Pluperfect. Present tense in subjunctive mode (verbs of doubt, suggestions and conjunctions).

**Vocabulary:** False cognates, political parties, economy, education, public services, news, technology, events, medicine, family, natural resources, the government, social security

**Reading comprehension:** “Tu carta”. “Biografía de Franklin Chang y de Jorge Jiménez”.

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

**Activity:** Describe or recall past situations. Express knowledge, certainty, and evidence. Narrate activities that are ongoing. Talk about past events prior to other past events. Report news events. Express feelings and preferences in the present tense. Express the purpose or an idea. Song: “La guitarra”.

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

### Week 14

Class

.



**Grammar:** Present tense in subjunctive mode (verbs of emotions and conjunctions).

Imperfect tense in subjunctive mode.

**Vocabulary:** Medicine, family relationships, education, natural resources

**Reading comprehension:** “Ahorro para la madurez”. “El espejo”

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

**Activity:** Express feelings and preferences in present tense. Express indifference, doubt, reservation, and encouragement. Express the purpose of an idea. Express wishes and preferences in the past. Express conditions and consequences. Express time and space. 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.

Rossi, C. (2009). La Loca de Gandoca (2<sup>a</sup> ed.), San José: Editorial Legado.

#### **Reference materials**

Alvarado, G. (2009). Literatura e identidad costarricense (1<sup>a</sup> ed.), San José: Editorial EUNED.

Castillo, L. (2004). La música más linda de Costa Rica (4<sup>a</sup> ed.), San José: Editorial Dos Cercas Ltda.

González, J. (2005). Antología del relato costarricense (1<sup>a</sup> ed.), San José: Editorial de la Universidad de Costa Rica.

Grupo Editorial Océano (1997). Diccionario Océano de Sinónimos y Antónimos (1<sup>a</sup> ed.), Barcelona: Editorial Océano.

Kendris, C. & Kendris, T. (2007). 501 Spanish verbs (6<sup>a</sup> ed.), Hauppauge: Barron’s Educational Series, Inc.

Lázaro, F. (1996) Cómo se comenta un texto literario (1<sup>a</sup> ed.), Salamanca: Ediciones Anaya S.A.

Molina, I. & Palmer, S. (2002). Historia de Costa Rica: Breve, actualizada y con ilustraciones (1<sup>a</sup> 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