



## CIEE Monteverde, Costa Rica

<b>Course name:</b>	Spanish Language, Advanced I
<b>Course number:</b>	SPAN 3001 MVCR
<b>Programs offering course:</b>	Costa Rica, Monteverde - Tropical Ecology and Conservation
<b>Language of instruction:</b>	Spanish
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45 hrs.
<b>Term:</b>	Fall 2019

### Course description:

Advanced Spanish Language I is designed for students who demonstrate mastery of intermediate-level vocabulary and grammar in conversational Spanish and who show a capacity for excelling at advanced levels. The primary goal is help the student acquire communication skills that will permit the student to carry on spontaneous and fluid conversations with native Spanish speakers centered on topics and concepts of advanced complexity in diverse contexts.

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 *Única Mirando al Mar*, the CPI workbook (*Tareas #3*), or internet research, for instance, to prepare oral presentations.

### Learning Objectives:

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 2003 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 2003 MTVE)

The student will also acquire

- 3) an enhanced understanding and improved use of grammatical content, including, including: copulae (linking verbs); simple present in conjunctive mode; simple present in subjunctive mode; progressive of the subjunctive mode; imperfect in subjunctive mode: *si* and *como si*; past perfect in subjunctive mode; uses of *ya*, *todavía*, *aún* and *todavía no*; uses of *se*; uses of *desde* and *desde hace*; exclusive reflexive verbs; periphrasis with infinitive, participle, and gerund; verbs of change or becoming; verbs of desire; verbs of emotion; the verbs *llevar*, *hacer*; gerunds and infinitives; infinitives as nouns; concluding sentences (*para que*, *a fin de que*, *con tal de que*); temporary sentences (*cuando*, *después de que*, *tan pronto como*); adjectives that change meaning according to their position; *lo* + adjective; indefinite antecedents (*un*, *una*, *cualquiera*).



- 4) an expanded vocabulary, including words and phrases related to: seasoning, spices, and other condiments, demonyms, languages, Costa Rican scholarship system, level of schooling, universities, dormitories, faculties, majors, nouns derived from verbs, body parts, diseases, expressions of age

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

- 5) describe common actions in a country or by a group or an individual during a given period.
- 6) warn against an action, and warn about dangers, diseases, and future uncertainty.
- 7) express moods, judgments, fear, worry, or tastes.
- 8) ask about the rules or norms of a place, in the past or present.
- 9) make proposals or suggestions for a future routine.
- 10) recount the specific events and overall storyline of the Costa Rican-authored novel, *Única Mirando al Mar*

**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:**

Students are evaluated on:

- a- Preparation 5%
- b- Participation 10%
- c- Oral presentation 5%
- d- Quizzes 20%
- e- Reading comprehension 10%
- f- Homework 20%
- g- Final exam 30%

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**100%**

**Course Requirements**

- a. Preparation (5%): 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.
- b. Participation (10%): 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.
  - c. Oral presentation (5%): 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.
  - d. Quizzes (20%): During the semester there will be four quizzes covering vocabulary and grammar, and will include simple essays.
  - e. Reading comprehension (10%): During the course students will read various texts, and reading comprehension will be assessed with four quizzes.
  - f. Homework (20%): 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.
  - g. Final exam (30%): 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.

### **Weekly Schedule:**

#### **Week 1**

Program Orientation; Students on Field Trip #1 (no Spanish classes)

#### **Week 2**

**Grammar:** Simple past and past progressive. Copulae (linking verbs). Simple present in conjunctive mode (impersonal sentences). Prepositions. Simple present in subjunctive mode (verbs of emotion).

**Vocabulary:** Greetings and presentations; numbers; months; colors; family; adverbs; clothes, personal objects, antonyms, professions, physical and emotional characteristics, weather and climate

**Reading comprehension:** *“Amor por correspondencia”*. *“Carta a Dios”*.

**Activity:** Oral presentation. Introduce yourself and others. Ask for and give personal information. Say farewells. Contrast how someone was in the past and present. Describe situations in the past. Present someone with detailed information. Describe spaces with their respective qualities. Comment on and judge the behavior or attitude of a person. Warn against an action and express an opinion. Express moods. Show anger or make complaints about something or someone. Express judgments. Express fear, worry or tastes.

**Assignments and exams:** Oral interview. Placement test No. 1.

#### **Week 3**



**Grammar:** Uses of prepositions and adverbs. Adverbial phrases. *Ya, todavía, aún* and *todavía no*. Exclusive reflexive verbs. Uses of *se*. Simple present in subjunctive mode (verbs of suggestion or recommendation).

**Vocabulary:** Institutions, countries, languages, demonyms, means of transportation, media, politics, animals, travel, fruit and vegetables, ordinal numbers, illnesses and hospitals, weights and measures, seasoning, spices and other condiments

**Reading comprehension:** “*Herencias familiares*”

**Listening comprehension:** “*Medio ambiente*”.

**Cultural note:** *Se le rayó el disco. Qué chichón. Vinear//Binear. Ir soplado*

**Activity:** Ask about rules or norms of a place. Describe common actions in a country during a given period. Talk about a country's past and its present. Compare the present and the past of the socio-political and educational situation in Costa Rica. Contrast tenses in a conversation or formal writing. Suggest a routine. Warn about dangers and diseases. Video: “*Un día de estos*”.

**Assignments and exams:** Quiz No. 1

#### Week 4

Students on field trip #2: No Spanish classes

**Assignments and exams:** Read *Única Mirando al Mar*

#### Week 5

Students on field trip #2: No Spanish classes

**Assignments and exams:** Read *Única Mirando al Mar*

#### Week 6

**Grammar:** Verbs of change or becoming. Simple present in subjunctive mode (concluding sentences: *para que, a fin de que, con tal de que*). Temporary sentences (*cuando, después de que, tan pronto como*)

**Vocabulary:** Professions, expressions of time

**Reading comprehension:** “*Chivo expiatorio*”.

**Activity:** Ask something as a situation consequence. Talk about future and unsafe situations. Express and ask about future plans.

**Assignments and exams:** Placement test No. 2, reading comprehension No. 2 (*CPI Tareas # 3, pp. 35-58*). Essay No. 1.

#### Week 7

**Grammar:** Review of the simple present in subjunctive mode.



**Vocabulary:** Professions, Costa Rican scholarship system, level of schooling, universities, dormitories, faculties, majors, weather and seasons

**Activity:** Ask something as a situation consequence. Talk about future and unsafe situations. Express and ask for future plans.

**Assignments and exams:** Oral presentation.

### Week 8

**Grammar:** Adjectives that change meaning according to their position.

**Vocabulary:** Antonyms, nouns derived from verbs, common adjectives, expressions of age

**Reading comprehension:** “*Cuento y biografía de Abel Pacheco*”. “*Una gran carcajada*”

**Activity:** Talk about professional life (merits and beneficial aspects). Discuss similarities and differences of people, places, and things. Emphasize and enhance qualities of a person, place, or thing.

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

### Week 9

**Grammar:** Different uses of the same adjective. Progressive of the subjunctive mode. Verbs of desire and *antecedents indefinidos* (*un, una, cualquiera*).

**Vocabulary:** Sports, expressions of time, parts of a house

**Cultural note:** *Parece nuevo. ¡Qué cáscara!. ¿Al chile?*

**Activity:** Express preferences, rivalry or continuity. Express desire or need. Narrate past events. Video: “*Por so no tienes novio*”.

**Assignments and exams:** Reading comprehension No. 3 (*CPI Tareas # 3*, pp. 59-84).

### Week 10

**Grammar:** Imperfect in subjunctive mode: *si* and *como si*, *impersonal sentences*. *Lo + adjective*. Verbs *llevar*, *hacer*. *Desde* and *desde hace*.

**Vocabulary:** Body parts, professions, nouns from verbs, adverbs, countries. languages

**Reading comprehension:** “*El abuelo*”.

**Activity:** Talk about positive, interesting, controversial, and negative aspects of an action. Hypothesize about the future. Express comparisons. Recall and describe events and their facts and time. Write an argumentative text. Talk about a text. Review. Cooking classes. Song: “*Gracias a la vida*”.



**Assignments and exams:** None.

**Week 11**

Students on field trip #3: No Spanish classes

**Assignments and exams:** Read *Única Mirando al Mar*

**Week 12**

Students on field trip #3: No Spanish classes

**Assignments and exams:** Read *Única Mirando al Mar*

**Week 13**

**Grammar:** The infinitive as noun. Gerunds and infinitives. Past perfect in subjunctive mode: verbs of desire, verbs of emotion. Past perfect in subjunctive mode.

**Vocabulary:** Expressions to greet people, antonyms, physical and emotional characteristics

**Cultural note:** *Ser una mosquita muerta. ¡Puros dieces! Es un queque. ¿No quería pollo? Para muestra, un botón. Como uña y mugre. A ponerse las pilas.*

**Activity:** Greet someone and make a dialogue. Transmit a request, order or direction and ask for messages. Express discomfort, complaints, or despair at a situation. Write a letter to someone. Story: “*La ventana*”. Song: “*Contramarea*”

**Assignments and exams:** Quiz No. 3. Essay No. 2.

**Week 14**

**Grammar:** Periphrasis with infinitive, participle, and gerund. Pluperfect of subjunctive mode: *si* + pluperfect subjunctive + simple or compound conditional.

**Vocabulary:** Seasons and climate, animals, diseases

**Reading comprehension:** “*Naturaleza vil*”

**Activity:** Speculate about what might happen. Talk about climate change (causes and consequences). Make proposals or suggestions. Review.

**Assignments and exams:** Reading comprehension No. 4 (*CPI Tareas # 3*, pp. 85-109). Quiz No. 4.

**Week 15**

**Assignments and exams:** Final Exam

**Textbook - workbook:**

*CPI Tareas # 3* is a collection of exercises, verbs, vocabulary, readings, and other printed

materials.

### **Reference materials**

- Alvarado, G. (2009). *Literatura e identidad costarricense* (1ª ed.), San José: Editorial EUNED.
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- Bonilla, A. (1981). *Antología de la literatura costarricense* (3ª ed.), San José: Editorial STVDIVM.
- Castillo, L. (2004). *La música más linda de Costa Rica* (4ª ed.), San José: Editorial Dos Cercas Ltda.
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- Instituto Cervantes (2011). Cervantes.es. Las culturas hispanas en internet. Madrid, España.
- Kendris, C. & Kendris, T. (2007). *501 Spanish verbs* (6ª ed.), Hauppauge: Barron's Educational Series, Inc.
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- RAE (2010). *Ortografía de la lengua española* (1ª ed.), Madrid: Editorial Espasa.
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- Seco, M. (1982). *Diccionario de dudas de la lengua española*, Madrid: Editorial Aguilar.
- Sopena, R. (1991). *Dudas del idioma* (1ª ed.) Barcelona: Editorial SOPENA.