



## CIEE Monteverde, Costa Rica

<b>Course name:</b>	Intermediate Spanish Language I
<b>Course number:</b>	SPAN 2001 MTVE
<b>Programs offering course:</b>	Costa Rica, Monteverde - Sustainability and the Environment Program
<b>Language of instruction:</b>	Spanish
<b>U.S. Semester Credits:</b>	4
<b>Contact Hours:</b>	60 hrs.
<b>Term:</b>	Spring 2020

### **Course description:**

Intermediate Spanish Language I 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 to 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:**

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 1003 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 1003 MTVE)

The student will also acquire

- 3) an enhanced understanding and improved use of grammatical content, including, including: regular verbs in the present and the past tense; irregular verbs in the present and the past (Groups 2-5); preterite and imperfect verb tenses; reflexive verbs; imperative mood; present subjunctive; gerunds; passive voice; simple future; special verbs; active and passive participle; gender and adjective concordance; possessive adjectives and demonstrative adjectives; *ser, estar, hacer, haber, tener*; prepositions; *para y por*; the pronoun *tú*; direct and indirect objects; interrogative pronouns,
- 4) an enriched vocabulary, including that necessary to converse on topics related to: letter writing, age, culture, salary, working hours, vacations, social security, common adjectives, adverbs of time and mode, nouns derived from verbs, expressions involving



*por* and *medios de*, means of communication, directions, leisure activities, moods and mood characteristics, sustainable development, expressions for travel, and natural phenomena

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

- 5) correctly write and extract key information in simple texts such as letters, emails, messages, and reminders
- 6) understand and follow oral instructions of an intermediate degree of difficulty, and be able to issue them as well
- 7) express agreement, and disagreement, and make arguments and opine, giving justifications
- 8) describe facts, situations, and experiences from the past, as well as describe events that will take place in the future, with fluidity
- 9) describe emotions, feelings, desires, and moods
- 10) be able to recount the main storyline 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:**

Students are evaluated on:

a. Participation	15%
b. Oral presentation	5%
c. Quizzes	20%
d. Reading comprehension of the book (quizzes)	10%
e. Homework	20%
f. Final exam	30%
	<u>100%</u>

**Course Requirements**

- a. Participation (15%): 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.



- b. 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.
- c. Quizzes (20%): During the semester there will be four quizzes covering vocabulary and grammar and will include simple essays.
- d. Reading comprehension (10%): During the course students will read the novel *La Loca de Gandoca*, and reading comprehension will be assessed with four quizzes.
- e. 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.
- f. 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 (but not the novel).

### **Weekly Schedule:**

#### **Week 1**

Program Orientation; Field trip #1

#### **Week 2**

**Grammar:** Regular verbs in the present and the past tense. Irregular verbs in the present and the past (Groups 2 - 5). Preterite and imperfect verb tenses.

**Vocabulary:** Greetings, farewell, interrogative pronouns, phrases to use in letters, institutions, expressions of age, culture, salary, working hours, vacations, social security, connectors, common adjectives, adverbs of time and mode, nouns derived from verbs, sports, entertainment, clothing

**Cultural note:** *No entiendo ni papa. Suave, suave. ¡Pura vida!*

**Reading comprehension:** *“El Tesoro de San Joaquín”, “Relato adolescente”*

**Activity:** Present yourself and present somebody else. Give and ask for personal information. Say goodbye. Ask for information by a letter/mail. Opine about something or someone. Describe facts, situations and experience from the past. Transmit ideas about past experiences. Compare.

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

#### **Week 3**

**Grammar:** Gender and adjective concordance. Possessive adjectives and demonstrative adjectives. *Ser, estar, hacer, haber, tener*. Reflexive verb: *sujeto hace y recibe*. Reciprocal action



**Vocabulary:** Professions, body parts, personal objects, adjectives, opposites, family, illnesses and the hospital

**Reading comprehension:** “*Un sábado en Costa Rica*”, “*Del pueblo a la ciudad*”

**Cultural note:** *Estar de goma. Llegar a la hora del burro. ¡Qué chiva! No tener ni un cinco. Hablar paja. Estar en la luna.*

**Activity:** Recognize plural and singular nouns and adjectives. Ask for and offer something. Describe a place. Highlight one thing among many. Make detailed descriptions about the physical features and clothes of a person, yourself, and other people. Describe animals, objects, places and weather. Ask for information about the location. Talk about your routine in the past, present and future tense. Talk about similarities and make comparisons. Write advertisements. Song: *Contramarea*

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

#### **Week 4**

Students on field trip #2: No Spanish classes

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

#### **Week 5**

Students on field trip #2: No Spanish classes

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

#### **Week 6**

**Grammar:** Reflexive verbs, accidental or involuntary actions

**Vocabulary:** Family, body parts, illnesses and hospital

**Reading comprehension:** “*Subculturas juveniles*”

**Activity:** Talk about routine in the present, past and future tense. Describe activities. Talk about personal relationships. Write advertisements.

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

#### **Week 7**

**Grammar:** Prepositions.

**Vocabulary:** Office and classroom, expressions *por*, *medios de*, means of transportation, means of communication

**Activity:** Locate and identify objects. Express moods. Connect similar ideas in a paragraph.



**Assignments and exams:** Oral presentation

**Week 8**

**Grammar:** *Para y por*.

**Vocabulary:** Office and classroom, expressions using *por*, means of transportation, means of communication.

**Reading comprehension:** “*Tío Conejo*”

**Activity:** Link information by cause and consequence expressions. Opine, justify, and argue an opinion. Express terms to solve something. Indicate addresses.

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

**Week 9**

**Grammar:** Comparisons

**Vocabulary:** Adjectives, opposites, family terms, personal objects

**Listening comprehension:** “*Turismo ecológico*”

**Activity:** Make comparisons between skills, facts, things, animals and people.

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

**Week 10**

**Grammar:** Imperative mode. The pronoun *tú*. Present tense in subjunctive mode (verbs of wish or will). Direct and indirect objects

**Vocabulary:** Directions, food, fruits and vegetables, cookware, animals, household objects, adverbial phrases

**Reading comprehension:** “*El libro de la selva*” (pp. 1-3)

**Cultural note:** “*La familia costarricense*”

**Activity:** Give instructions for a task. Ask for information. Give directions. Express desire or anxiety. Make suggestions and invitations. Communicate facts to other people. Review. Cooking class.

**Assignments and exams:** None

**Week 11**

Students on field trip #3: No Spanish classes

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



### Week 12

Students on field trip #3: No Spanish classes

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

### Week 13

**Grammar:** Special verbs. Present subjunctive. Active and passive participle. Gerunds

**Vocabulary:** Free time and entertainment, shows and leisure, moods and mood characteristics, clothing, personal objects

**Reading comprehension:** “*Herencias familiares*”, “*La historia del eco*”.

**Activity:** Express pain, likes and dislikes, feelings, and hobbies. Ask about moods. Explain the consequences of actions. Describe what were/are you doing. Talk about fashion. Describe some facts from the newspaper. Sing “*Ella y él*”.

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

### Week 14

**Grammar:** Passive voice. Simple future. Present subjunctive

**Vocabulary:** Moods and mood characteristics, vocabulary drawn from newspaper, sustainable development, expressions for travel, natural phenomena

**Reading comprehension:** “*El Tesoro*”, “*El hombre en el espacio*”, “*El mantenido*”

**Cultural note:** “*Ser lengua larga*”, “*Qué vacilón*”, “*Estar hecho leña*”

**Activity:** Relate past events. Give details. Relate information that involves opposites and contrasts. Forecast the weather. Share information about what will take place in the future. Express desire or possibility in the future. Review.

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

### Week 15

**Assignments and exams:** Final Exam

#### **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* (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.
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- 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.
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