CIEE Monteverde, Costa Rica

Course name: Spanish Language, Intermediate III
Course number: SPAN 2003 MVCR
Programs offering course: Costa Rica, Monteverde - Tropical Ecology and Conservation
Language of instruction: Spanish
U.S. Semester Credits: 3
Contact Hours: 45 hrs.
Term: Spring 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:
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 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
3. 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.

4. 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

5. to express how she or he rates experiences and to provide explanations for the judgments/assessments
6. to understand increasingly complex or nuanced conversations
7. to talk about events of the past, present, and future with greater fluidity and spontaneity
8. to express doubt, reservation, and uncertainty about past events, and discuss uncertain or unknown events of the future
9. to express wishes and preferences in the past and to explain cause and consequence of the past, present, and future
10. 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:

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%

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: 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”.

Song: “A quién le importa”.
Assignments and exams: Oral interview, placement test No. 1.

Week 3

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
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

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
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
Grammar: Past perfect in subjunctive, progressive and indicative mode.

Vocabulary: Cycle of life, reproduction, domestic activities, connectors (además, porque, en suma)


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
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
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**
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**

**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 tirito. 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**
**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!

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

Week 15
Assignments and exams: Final Exam

Textbook - workbook:
CPI Tareas # 2: a collection of exercises, verbs, vocabulary, readings, and other printed materials.

Reference materials
RAE y Asociación de Academias de la lengua española (2005). Diccionario panhispánico de dudas, Bogotá: Santillana Ediciones Generales, S.L.