

**CENTER FOR INTERNATIONAL PROGRAMS AND SUSTAINABILITY STUDIES**

**Name of the course: Intermediate I**

**Course code: SPN 201 / B1 (*Common European Framework*)**

**Total number of hours: 80 hours of direct teaching.**

**Number of hours per week: 20 hours per week.**

**Number of hours of independent study: 10 hours per week.**

**Requirement: SPN- 102/A2**

**Course Description:**

The student expresses himself with some fluency, also uses vocabulary and linguistic structures to handle unforeseen situations. He requests clarifications according to the context where he works. At this level there is a greater capacity to relate, describe details of different circumstances such as: events, hobbies, food, interests and current events. He is also more comfortable in the interaction within the new culture and tackles a vocabulary that adapts to everyday situations with much more clarity.

This course answers the question: How to communicate effectively with certain fluency, mastery of vocabulary and linguistic structures to solve unforeseen situations in a comfortable and natural environment?

To answer this question, the following topics will be developed:

- Unforgettable events and people.
- Past experiences.
- Cultural contrasts.
- Recommendations, invitations and directions.

The following skills will be promoted throughout the course:

- Ability to narrate and understand past experiences and events.
- Ability to describe places, people, and circumstances in past tense.
- Ability to ask and give information about past events.
- Ability to give and receive orders, recommendations and instructions.
- Ability to use elements to replace the names of people, animals and things.
- Ability to compare people, objects and places.
- Ability to express and understand expressions of doubt, emotion and denial.

**Values and attitudes to be promoted among students are:**

- Teamwork and leadership
- Systems thinking
- Logical and communicative intelligence
- Interest in solving problems
- Interest in learning to learn

## Competences, criteria and evidence

Competences for Veritas University are thoughtful and comprehensive actions that respond to the professional profile and the context's problems, with suitability and ethical commitment, integrating knowing how to be, how to do, and how to learn, within an improvement perspective.

Disciplinary and general competences are presented below, linked to their criteria and performance evidence for this course.

Types of competences	Performance criteria (Sub-competences)	Performance evidences
<p><b>Disciplinary</b></p> <p><b>Linguistic competence</b> Effectively produces, orally and in writing, a speech of medium difficulty to communicate in familiar communicative contexts like work, study, entertainment and experiences, according to this level.</p>	<p>Applies grammatical resources in present, past and future of the indicative, with greater use capacity, in relation to the basic levels.</p> <p>Uses expressions that are composed of several words, idioms and fixed structures, related to affirmations, negations, wishes and vocabulary of politics, travel, education, city vs country, and health.</p> <p>Is intelligible through simple vocabulary, with the use of accents in simple words and punctuation marks: comma and periods.</p> <p>Relates words in descriptive contexts with more details than basic levels.</p>	<p>Interviews with Spanish speakers Watching a Hispanic movie. Comment on topics covered in the film, character characteristics, plot, personal opinion. Socio drama (elaboration of dialogs with expressions of desire, affirmation, negation and vocabulary of politics, travel, education, city vs country, and health). Compositions about personal experiences. Presentations</p>
<p><b>Socio-linguistic competence</b> Interprets oral and written messages of medium difficulty on relevant aspects of Latin American culture in general and of Central American culture in particular, with linguistic markers relating to politeness norms and popular expressions.</p>	<p>Highlights markers in the formal and informal register: usted (es), vos.</p> <p>Uses expressions of courtesy according to different contexts.</p> <p>Express admiration and use evasive statements: creo que, me parece que...</p>	<p>Interviews with Spanish speakers Watching a Hispanic movie. Comment on topics covered in the film, character characteristics, plot, personal opinion. Socio drama (elaboration of dialogs with expressions of desire, affirmation, negation and vocabulary of politics, travel, education, city vs country, and health). Compositions about personal experiences. Oral presentations</p>

<p><b>Pragmatic competence</b> Uses a discursive competence of medium difficulty to produce coherent fragments in communication, through other components of the language such as instruction, commentary, persuasion and demonstration that allow simple interaction face to face with an interlocutor using simple sentences.</p>	<p>Orders coherent sentences and fragments of natural sequence according to a specific situation and a particular intentionality of the new culture</p> <p>Builds brief statements of interaction with infinitive and gerund</p> <p>Modifies his expression through functional use of spoken discourse or written text .</p>	<p>Interviews with Spanish speakers Watching a Hispanic movie. Comment on topics covered in the film, character characteristics, plot, personal opinion. Socio drama (elaboration of dialogs with expressions of desire, affirmation, negation and vocabulary of politics, travel, education, city vs country, and health). Compositions about personal experiences. Oral presentations</p>
<p><b>General</b></p>		
<p>To integrate the knowledge, skills and attitudes needed to learn continuously throughout life considering effective development in the knowledge society.</p>	<p>Learning to Learn</p>	<p>Interviews with Spanish speakers Watching a Hispanic movie. Comment on topics covered in the film, character characteristics, plot, personal opinion. Socio drama (elaboration of dialogs with expressions of desire, affirmation, negation and vocabulary of politics, travel, education, city vs country, and health). Compositions about personal experiences. Oral presentations</p>
<p>To develop the knowledge, skills and attitudes needed to learn how to communicate orally and in writing in the different discipline areas that make up the curriculum.</p>	<p>Communicate disciplinary thoughts in oral, iconic and written form.</p>	<p>Watching a Hispanic movie. Comment on topics covered in the film, character characteristics, plot, personal opinion. Socio drama (elaboration of dialogs with expressions of desire, affirmation, negation and vocabulary of politics, travel, education, city vs country, and health). Compositions about personal experiences. Oral presentations</p>
<p>Integrates the knowledge, skills and attitudes needed to learn teamwork and leadership techniques.</p>	<p>Teamwork and leadership</p>	<p>Socio drama Dialogs</p>

Integrates the knowledge, skills and attitudes needed to learn interpersonal communication techniques.	Relating well with others Manage and resolve conflicts. How to negotiate knowing how to inspire trust and empathy Speak responsibly In depth listening	Interview with Spanish speakers Socio drama Dialogs
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## 1. Linguistic Contents

### 1.1. Grammatical

**Topic 1:** Present of indicative in conditional sentences with current value (Si Juan Llama, lo llevo a la fiesta) and with future value (Si visito la playa, llevaré un bloqueador).

**Topic 2:** Simple past tense

- Vowel and consonant irregular verbs.
- Orthographic irregular verbs.
- Basic meanings: past actions framed in a situation (haber, saber, conocer, poder y querer). No lo supe hasta ayer. / No sabía la dirección y por eso me perdí.

**Topic 3:** . Imperfect past with the following values:

- Descriptive value
  - . Action interrupted or modified by another explicit verb. Iba por la universidad y vi a mis amigos.
  - . Action that does not materialize. Íbamos a llamarte para salir pero regresamos muy tarde.
  - . Action interrupted by another. Mi mamá llamó cuando almorzaba.
- Courtesy value.
  - . Quería hablar con usted, puedo.
- Indirect style value with communication verbs. Me dijo que tenía mucho trabajo.

**Topic 4:** Future of the indicative

- Absolute future actions:
  - Regular verbs
  - Irregular verbs

**Topic 5:** Present perfect tense

- Regular and irregular participles
- Values of meaning: todavía and ya.

**Topic 6:** Pluperfect past

**Topic 7:** Verbs in imperative: usted, ustedes, nosotros, tú and vos.

- Placement of personal pronouns:
- Plea or request value. Discúlpeme, por favor.
- Suggestion or advice value. Descanse el fin de semana.
- Acceptance, invitation or concession value.
  - invítame, tómelo,...
- Command value: Comé, comé, está muy rico, ¿Me los prestás?, Vení a la fiesta...

**Topic 8:** Comparatives: adjectives, adverbs and nouns.

- Equality or equivalence. El café de Costa Rica es tan bueno como el de Colombia.
- Superiority He visto más frutas que legumbres en el supermercado.

- Inferiority. Hemos viajado menos que los diplomáticos.
- Quantity. Este mueble costó más de \$200 y aquel menos de \$100.
- Absolute superlatives. María llegó tardísimo.
- Relative superlatives. El Chirripó es el cerro más alto de Costa Rica.

**Topic 9:** Prepositions.

- Uses of prepositions por and para.
- Verbs + preposition

**1.2. Lexical**

**Topic 10:** Affirmative and negative formulas: ya llegaste, que no te oí. Todavía no has terminado y mira la hora.

**Topic 11:** Subjunctive formulas of desire: ¡Ojalá que te vaya bien! ¡Ojalá que tengas suerte! ¡Qué Dios lo (a) acompañe!

**Topic 12:** Feminine nouns with determinatives in masculine singular: el agua -las aguas, el aula-las aulas, el águila-las águilas.

**Topic 13:** Vocabulary of politics, travel, education, city vs. country, and health.

**1.3. Orthographic**

**Topic 14:** Use of tildes in simple words.

- Accent rules and diacritics.

**Topic 15:** Use of punctuation marks: comma and periods.

**Topic 16:** The feminine in triz, ez, dad, ción and sión.

**1.4. Semantic**

**Topic 17:** Synonyms: advertir- prevenir, cálido – caliente, hurtar – robar, poco- escaso, regalo-dádiva, valioso – preciado, enseñar – educar, médico - galeno, and others.

**Topic 18:** Antonyms: evacuar-retener, educado – ignorante, global- parcial, buscar- esconder, centro –orilla, adornado- sencillo, admitir – rechazar, acurrucado – erguido, adelantar – retrasar, acicalar - descuidar, and others.

**2. Socio-linguistic contents**

**Topic 19:** Markers

Formal and informal registration: usted (-es), vos

Expressions of courtesy according to the contexts.

. Show interest in the welfare of a person. Yo lo podría ayudar si necesita mi colaboración, no es una molestia..

.Solemnity in a situation. Mi ilustre...

- Express admiration: el mejor profesor, un gran amigo, una de las maravillas que hay que ver, un viejo amigo, un profesor único.

Use of evasive statements: creo que, me parece que...

### 3. Pragmatic contents

**Topic 20:** Discursive competence : is the ability to order sentences to produce coherent fragments and of natural sequence according to a specific situation.

. Use of infinitives in everyday situations: no fumar, no tocar, no gritar, no molestar, no pasar, no entrar, introducir la tarjeta en la ranura y marcar la contraseña, retirar la tarjeta.

**Topic 21:** Functional competence

- **Microfunctions:** brief statements of interaction.

. Fragmentary gerund (independent) in response to a question.

¿Qué estás haciendo? comiendo / estudiando /

. Gerund (place). La cafetería está saliendo a la derecha.

. Gerund (adverbial value). Aprende leyendo

. Participle (adjective value). Me miró agradecido. Encontré la soda cerrada.

**Macrofunctions:** functional use of spoken discourse or written text . Description, narration, presentation, instruction, explanation, commentary, demonstration, and persuasion.

#### Methodological orientation

The proposed approach is the one used by the European Common Framework (CEFR), which focuses on action insofar as it considers users and students who learn a language mainly as social agents, that is, they are members of a society that has to carry out tasks under certain circumstances, in a specific environment and within a specific field of action. (chap. 2, p.9).

This approach also takes into account cognitive, emotional and volitional resources, as well as the whole series of specific capacities that an individual applies as a social agent. (idem)

The use of language -which includes learning- includes the actions carried out by people who, as individuals and as social agents, develop a series of competences, both general and linguistic communicative competences, in particular. People use skills that are available to them in different contexts and under different conditions and restrictions, in order to carry out language activities that involve processes to produce and receive texts related to topics in specific areas, putting into play strategies that seem most appropriate to carry out the tasks they have to perform. The control that the participants have over these produces the reinforcement or modification of their competences. (CEFR, chap. 2, p. 9)

#### Learning strategies

The following learning strategies will be performed for the student:

Two interviews with Spanish speakers

Watching a Hispanic movie. Comment on topics covered in the film, character characteristics, plot, personal opinion.

Five socio dramas (elaboration of dialogs with expressions of desire, affirmation, negation and vocabulary of politics, travel, education, city vs country, and health).

Two compositions about personal experiences.

Two oral presentations.

## **Teaching resources**

For the good development of the course and to ensure learning, there is a collection of updated bibliographical recommendations, multimedia equipment for the individual presentations, furniture and acrylic slates for the weekly sessions, and readings supplied by the professor that can be a complement for the proposed project activities, as well as the different didactic techniques mentioned that give students a greater possibility of appropriating knowledge. Most lessons will take place in the classroom.

The student will be able to use during independent work hours the library of the institution, the study rooms or the computer laboratories, as well as any other areas in the university campus, since it has free access wireless Internet for all students, teachers and administrators.

## **Evaluation of learning**

Competence assessment is the process by which evidence is gathered and a judgment or opinion about it is formed, taking into account preset criteria to give feedback in order to improve the suitability of the course or program. Evaluation of the course, must be consistent with the competences and the teaching methodology. For each category of evaluation there is a rubric, that, although it gives a score, is a quantitative and qualitative description of the student's performance. Rubrics include performance criteria for general and disciplinary competencies.

<b>RUBRICS</b>	<b>WEIGHTING</b>
2 Oral presentations	<b>30%</b>
2 Compositions	<b>20%</b>
5 Socio dramas	<b>30%</b>
2 Interviews with Spanish speakers	<b>10%</b>
1 Analysis of a film	<b>10%</b>
<b>TOTAL POINTS</b>	<b>100%</b>

## **Rubric for evaluation**

1. Oral presentations: promote the use of the three communicative competences such as linguistics, sociolinguistics and pragmatics. There will be two oral presentations on:

- a. My life before arriving in Costa Rica
- b. My time in Costa Rica.

2. Compositions: promote the use of the three communicative competences such as linguistics, sociolinguistics and pragmatics. There will be two compositions about:

- a. An interesting personal experience
- b. A fantastic argument for my first movie

3. Socio-drama: shows the ability to put into practice the three communicative competences such as linguistics, sociolinguistics and pragmatics. There will be five socio dramas about different topics.

4. Interview with Hispanics: Interacts with Spanish speakers on cultural topics. There will be two interviews about:

- a. The childhood of a member of my Tica family
  - b. The vision of an immigrant about Costa Rica
4. Analysis of a film: shows the ability to put into practice the three communicative competences such as linguistics, sociolinguistics and pragmatics.

Indicator	Excellent (5pts)	Very good (4pts)	Good (2.5pts)	Insufficient (1pt)
Uses medium complexity syntactic structures in indicative				
Handles the vocabulary relevant to the subject				
Identify semantic fields in simple situations				
Recognize idioms and basic expressions				
Organize sentences with coherence and natural sequence				

**Attendance**

Students with more than one absence will fail the course, unless they present an official document as justification. Students will get a score of 0 for any task evaluated in class in their absence (presentations, evaluations, field visits, etc). In this case, make up for the assignment will take place immediately after their return. Regarding timeliness, if students add four late arrivals (15 minutes after starting the class) will be counted as an absence.

**Electronic devices:**

The use of mobile phones, smart phones and other mobile communication devices is disruptive and is therefore prohibited during class. Please turn off all devices and put them away when the class begins. Devices can be used only when the professor assigns a specific activity and allows the use of devices for search on the Internet or recording. Those who fail to comply with this rule should leave the classroom for the remainder of the class.

**Behavior code:**

Professors have the right to expel the student from class in the following cases:

1. Disruptive behavior in the classroom.
2. Being under the influence of alcohol.
3. Behaving in a disrespectful way.

**Base bibliography:**



- Text for the course: Ortega, Juan José y Urbina, María Soledad. Enlace intercultural. Intermedio I.

### **Recommended bibliography**

- Shumway, Nicolas. *Español en español*. Harcourt Brace Jonavich College Publishers.
- Eusebio, Sonia; Fernández, Carmen; Fernández, sara y Sarralde, Berta. *Escala. Nivel Inicial. Intermedio. Enfoque por tareas*. Edinumen Madrid.
- García Hernández, Nieves y Sánchez Lobato, Jesús. *Español 2000. Nivel elemental*. SGEL Sociedad General Española de Librería, S.A.
- Andujar, Julio y Dixon, Robert. *Workbook in Everyday Spanish. Elementary-Intermediate*. Regents Publishings Company, Inc.
- Caycedo Garner, Rusch y Domínguez. *¡Claro que sí! An integrated Skill Approach*. Houghton Mifflin Company.

### **Schedule**

<b>Week</b>	<b>Content</b>	<b>Teaching Strategies</b>
1	<p><b>Grammatical:</b>  <b>Topic 1:</b> Present of indicative in conditional sentences with current value and with future value.  <b>Topic 2:</b> Simple past tense            - Vowel and consonant irregular verbs.            - Orthographic irregular verbs.            - Basic meanings: past actions framed in a situation.</p> <p><b>Lexical</b>  <b>Topic 10:</b> Affirmative and negative formulas: ya llegaste, que no te oí. Todavía no has terminado y mira la hora.</p> <p><b>Orthographic</b>  <b>Topic 14:</b> Use of tildes in simple words.</p> <p><b>Semantic</b>  <b>Topic 17:</b> Synonyms: advertir- prevenir, cálido – caliente, hurtar – robar, poco- escaso, regalo- dádiva, valioso – preciado, enseñar – educar, médico - galeno, and others.</p> <p><b>Sociolinguistic:</b>  <b>Topic 19:</b> Markers            Formal and informal registration: usted (-es), vos</p> <p><b>Pragmatic:</b>  <b>Topic 20:</b> Discursive competence : is the ability to order sentences to produce coherent fragments and of natural sequence according to a specific situation.            . Use of infinitives in everyday situations.</p>	<p>Course presentation and reading of the syllabus.</p> <p>Interview with Spanish speakers</p> <p>Watching a Hispanic movie.            Comment on topics covered in the film, character characteristics, plot, personal opinion.</p> <p>Socio drama (elaboration of dialogs with expressions of desire, affirmation, negation and vocabulary of politics, travel, education, city vs country, and health).</p>

	<p><b>Topic 21:</b> Functional competence</p> <ul style="list-style-type: none"> <li>- <b>Microfunctions:</b> brief statements of interaction.</li> <li>. Fragmentary gerund (independent) in response to a question.</li> <li>. Gerund (place).</li> <li>. Gerund (adverbial value).</li> <li>. Participle (adjective value).</li> </ul> <p><b>Macrofunctions:</b> functional use of spoken discourse or written text . Description, narration, presentation, instruction, explanation, commentary, demonstration, and persuasion.</p>	
2	<p><b>Grammatical:</b></p> <p><b>Topic 3:</b> Imperfect past with the following values:</p> <ul style="list-style-type: none"> <li>- Descriptive value <ul style="list-style-type: none"> <li>. Action interrupted or modified by another explicit verb.</li> <li>. Action that does not materialize.</li> </ul> </li> <li>- Courtesy value.</li> <li>-Indirect style value with communication verbs.</li> </ul> <p><b>Topic 4:</b> Future of the indicative</p> <ul style="list-style-type: none"> <li>- Absolute future actions: <ul style="list-style-type: none"> <li>Regular verbs</li> <li>Irregular verbs</li> </ul> </li> </ul> <p><b>Lexical</b></p> <p><b>Topic 11:</b> Subjunctive formulas of desire: ¡Ojalá que te vaya bien! ¡Ojalá que tengas suerte! ¡Qué Dios lo (a) acompañe!</p> <p><b>Orthographic</b></p> <p><b>Topic 14:</b> Accent rules and diacritics.</p> <p><b>Sociolinguistic:</b></p> <p><b>Topic 19:</b> Markers</p> <p>Expressions of courtesy according to the contexts.</p> <ul style="list-style-type: none"> <li>. Show interest in the welfare of a person.</li> <li>. Solemnity in a situation.</li> </ul> <p><b>Pragmatic:</b></p> <p><b>Topic 20:</b> Discursive competence : is the ability to order sentences to produce coherent fragments and of natural sequence according to a specific situation.</p> <ul style="list-style-type: none"> <li>. Use of infinitives in everyday situations.</li> </ul> <p><b>Topic 21:</b> Functional competence</p> <ul style="list-style-type: none"> <li>- <b>Microfunctions:</b> brief statements of interaction.</li> <li>. Fragmentary gerund (independent) in response to a question.</li> <li>. Gerund (place).</li> </ul>	<p>Socio drama (elaboration of dialogs with expressions of desire, affirmation, negation and vocabulary of politics, travel, education, city vs country, and health).</p> <p>Compositions about personal experiences.</p> <p>Oral presentation</p>

	<p>. Gerund (adverbial value).  . Participle (adjective value).  <b>Macrofunctions:</b> functional use of spoken discourse or written text . Description, narration, presentation, instruction, explanation, commentary, demonstration, and persuasion.</p>	
3	<p><b>Grammatical:</b></p> <p><b>Topic 5:</b> Present perfect tense</p> <ul style="list-style-type: none"> <li>- Regular and irregular participles</li> <li>- Values of meaning: todavía and ya.</li> </ul> <p><b>Topic 6:</b> Pluperfect past</p> <p><b>Topic 7:</b> Verbs in imperative: usted, ustedes, nosotros, tú and vos.</p> <ul style="list-style-type: none"> <li>- Placement of personal pronouns:</li> <li>-Plea or request value.</li> <li>-Suggestion or advice value.</li> <li>-Acceptance, invitation or concession value.</li> <li>-Command value.</li> </ul> <p><b>Lexical</b></p> <p><b>Topic 12:</b> Feminine nouns with determinatives in masculine singular: el agua -las aguas, el aula-las aulas, el águila-las águilas.</p> <p><b>Orthographic</b></p> <p><b>Topic 15:</b> Use of punctuation marks: comma and periods.</p> <p><b>Semantic</b></p> <p><b>Topic 18:</b> Antonyms: evacuar-retener, educado – ignorante, global- parcial, buscar- esconder, centro –orilla, adornado- sencillo, admitir – rechazar, acurrucado – erguido, adelantar – retrasar, acicalar - descuidar, and others.</p> <p><b>Sociolinguistic:</b></p> <p><b>Topic 19:</b> Markers</p> <ul style="list-style-type: none"> <li>- Express admiration.</li> </ul> <p><b>Pragmatic:</b></p> <p><b>Topic 20:</b> Discursive competence : is the ability to order sentences to produce coherent fragments and of natural sequence according to a specific situation.</p> <ul style="list-style-type: none"> <li>. Use of infinitives in everyday situations.</li> </ul> <p><b>Topic 21:</b> Functional competence</p> <ul style="list-style-type: none"> <li>- <b>Microfunctions:</b> brief statements of interaction.</li> <li>. Fragmentary gerund (independent) in response to a question.</li> <li>. Gerund (place).</li> <li>. Gerund (adverbial value).</li> </ul>	<p>Interview with Spanish speakers  Socio drama (elaboration of dialogs with expressions of desire, affirmation, negation and vocabulary of politics, travel, education, city vs country, and health).  Compositions about personal experiences.</p>

	<p>. Participle (adjective value).  <b>Macrofunctions:</b> functional use of spoken discourse or written text . Description, narration, presentation, instruction, explanation, commentary, demonstration, and persuasion.</p>	
4	<p><b>Grammatical:</b>  <b>Topic 8:</b> Comparatives: adjectives, adverbs and nouns.  - Equality or equivalence.  - Superiority  - Inferiority.  - Quantity.  - Absolute superlatives.  - Relative superlatives.  <b>Topic 9:</b> Prepositions.  - Uses of prepositions por and para.  - Verbs + preposition</p> <p><b>Lexical</b>  <b>Topic 13:</b> Vocabulary of politics, travel, education, city vs. country, and health.</p> <p><b>Orthographic</b>  <b>Topic 16:</b> The feminine in triz, ez, dad, ción and sión.</p> <p><b>Sociolinguistic:</b>  <b>Topic 19:</b> Markers  -Use of evasive statements.</p> <p><b>Pragmatic:</b>  <b>Topic 20:</b> Discursive competence : is the ability to order sentences to produce coherent fragments and of natural sequence according to a specific situation.  . Use of infinitives in everyday situations.  <b>Topic 21:</b> Functional competence  - <b>Microfunctions:</b> brief statements of interaction.  . Fragmentary gerund (independent) in response to a question.  . Gerund (place).  . Gerund (adverbial value).  . Participle (adjective value).  <b>Macrofunctions:</b> functional use of spoken discourse or written text . Description, narration, presentation, instruction, explanation, commentary, demonstration, and persuasion.</p>	<p>Oral presentation  Socio drama (elaboration of dialogs with expressions of desire, affirmation, negation and vocabulary of politics, travel, education, city vs country, and health).</p>

## **General observations**

The student must comply with the provisions of the Student Regime Regulations of Veritas University. For reference you must go to the Student Self-Management Portal at the following address: <http://autogestion.veritas.cr/> and download.