

**CENTER FOR INTERNATIONAL PROGRAMS AND SUSTAINABILITY STUDIES**

**Name of the course: Intermediate 2**

**Course code: SPN 202 / B2 (*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- 201, Intermediate 1**

**Course Description:**

The student has a sufficient linguistic capacity that allows him / her to describe, narrate, pose a problem, offer solutions and / or argue with enough clarity to interact more fluently and accurately with his / her interlocutors. In turn, he constructs a clear discourse in which he uses connectors effectively to relate ideas and reacts spontaneously in certain circumstances. He is able to handle culture, history and art texts among others.

This is the fourth course in the language area, responding to the following question according to the student's academic profile: How can the student of Spanish L2 acquire the communicative competence, both linguistically and socioculturally, of a B2 level, according to the Common European Framework?

To answer this question the following topics will be studied:

1. Verbs in the past: simple past, imperfect, perfect and pluperfect.
2. Simple future
3. Simple conditional.
4. Passive voice.
5. Subjunctive mood: present and imperfect (conjugation and uses).
6. Verbs with preposition
7. Cult Latin comparative adjectives

The following skills will be promoted throughout the course:

- Ability to understand oral and written discourses of varied topics in different sociocultural contexts.
- Ability to interact in conversations with a certain fluency and spontaneity, exposing advantages and disadvantages.
- Ability to argue explaining and defending their points of view.
- Ability to write texts that transmit information, in addition to proposing reasons that support or refute a particular point of view.

Values and attitudes to be promoted among students are:

- Teamwork and leadership
- Systems thinking
- Logical and communicative intelligence
- Interest in solving problems
- How to negotiate knowing how to inspire trust and empathy
- Speak in different cultural contexts

### **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   |
|--|--|---|
| <b>Disciplinary</b>  |  |   |
| <p><b>Linguistic competence</b></p> <p>Expresses him/herself clearly and without manifestly showing that he has to limit what he wants to say. Has enough linguistic elements to make clear descriptions, express points of view and develop arguments, using some complex sentences and without showing much that he is looking for the words he needs.</p> | <ul style="list-style-type: none"> <li>❖ Applies communicative strategies to avoid repetition of words despite having lexical questions.</li> <li>❖ Integrates a broad vocabulary on general and close topics.</li> <li>❖ Writes with cohesion and coherence respecting orthographic rules (grammar, spelling ...)</li> <li>❖ Purges the few and non-systematic grammatical errors that she makes</li> </ul> | <p>Interview with Spanish speakers<br/> Socio drama<br/> Directed readings<br/> Presentations<br/> Dialogs<br/> Compositions<br/> Concept map<br/> Debate</p> |

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| <p><b>Socio-linguistic competence</b></p> <p>Acquires the ability to address speech variety, as well as a greater degree of control over the register and idioms to communicate fluently in different socio-linguistic contexts.</p> <p>Acquires linguistic markers of social relationships, politeness norms, expressions of popular wisdom, register differences, dialect and accent.</p> | <ul style="list-style-type: none"> <li>❖ Recognizes, evaluates and uses markers in the formal and informal register, presentations, forms of address, interjections and interjectives.</li> <li>❖ Highlights markers in the use of proverbs, idioms, expressions of beliefs, attitudes and values.</li> <li>❖ Interprets the courtesy norms of the target culture and relates them to his own culture.</li> <li>❖ Recognizes the different dialectal records.</li> <li>❖ Orders coherent sentences and fragments understanding and controlling this order according to a specific situation and a particular intentionality of the new culture</li> <li>❖ Builds brief statements of interaction with infinitive and gerund</li> </ul> <p>Modifies through functional use of spoken discourse or written text .</p> | <p>Interview with Spanish speakers<br/> Socio drama<br/> Directed readings<br/> Presentations<br/> Dialogs<br/> Compositions<br/> Concept map<br/> Debate</p> <p>Interview with Spanish speakers<br/> Socio drama<br/> Directed readings<br/> Presentations<br/> Dialogs<br/> Compositions<br/> Concept map<br/> Debate</p> |
|---|---|---|

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|---|---|--|
| <p><b>Pragmatic competence</b></p> <p>Uses a broad discourse to produce coherent fragments organized, structured and ordered sequentially that allow for the interpretation of the message.</p> | <ul style="list-style-type: none"> <li>❖ Orders coherent sentences and fragments understanding and controlling this order according to a specific situation and a particular intentionality of the new culture</li> <li>❖ Builds brief statements of interaction with infinitive and gerund</li> <li>❖ Modifies through functional use of spoken discourse or written text</li> </ul> | <p>Interview with Spanish speakers<br/>Socio drama<br/>Directed readings<br/>Presentations<br/>Dialogs<br/>Compositions<br/>Concept map<br/>Debate</p> |
| <p><b>General</b></p>   | <p>Learning to Learn</p>  | <p>Interview with Spanish speakers<br/>Directed readings<br/>Presentations</p>   |
| <p>Integrates the knowledge, skills and attitudes needed to learn continuously throughout life considering effective development in the knowledge society.</p>                                  | <p>Communicate disciplinary thoughts in oral, iconic and written form.</p>  | <p>Interview with Spanish speakers<br/>Socio drama<br/>Directed readings<br/>Presentations<br/>Dialogs<br/>Compositions<br/>Concept map<br/>Debate</p> |
| <p>Develops 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>Teamwork and leadership</p>  | <p>Socio drama<br/>Dialogs<br/>Concept map</p>   |
| <p>Integrates the knowledge, skills and attitudes needed to learn teamwork and leadership techniques.</p>   | <p>Relating well with others<br/>Manage and resolve conflicts<br/>How to negotiate knowing how to inspire trust and empathy<br/>Speak responsibly<br/>In depth listening</p>  | <p>Interview with Spanish speakers<br/>Socio drama<br/>Dialogs<br/>Debate</p>  |
| <p>Integrates the knowledge, skills and attitudes needed to learn interpersonal communication techniques.</p>   |   |  |

## 1. Linguistic Contents

### 1.1. Grammatical

**Topic 1: Verbs in the past: simple past, imperfect, present perfect and pluperfect of the indicative**

- a) Conjugation
- b) Uses

**Topic 2: Integration of the four past tenses of the indicative**

**Topic 3: Indirect and direct complement pronouns**

**Topic 4: Verbs in simple future of the indicative**

- a) Conjugation
- b) Uses

**Topic 5: Verbs in simple conditional of the indicative**

- a) Conjugation
- b) Uses

**Topic 6: Contrast between future and conditional**

**Topic 7: Passive voice.**

**Topic 8: Verbs in the present subjunctive**

- a) Conjugation
- b) Uses
- c) Concordance between forms of indicative and present subjunctive

**Topic 9: Verbs in the imperfect subjunctive**

- a) Conjugation
- b) Uses
- c) Concordance between forms of indicative and imperfect subjunctive

**Topic 10: Verbs with preposition**

**Topic 11: Latin cult comparative adjectives** (superior, anterior and interior)

### 1.2. Lexical

**Topic 12:** Vocabulary relevant to news from different national newspapers

**Topic 13:** Vocabulary of national myths, legends and beliefs

**Topic 14:** Vocabulary of art: types of art, tools, techniques and others.

**Topic 15:** Technology vocabulary

**Topic 16:** Vocabulary for description of objects, sites (shapes, colors, textures).

**Topic 17:** Vocabulary of public services: airport, hospital, hotels, shops and others.

**Topic 18:** Vocabulary of natural disasters (*avalancha, deslizamientos, inundaciones, terremotos*) and other caused by man (*hambruna, epidemias, calentamiento global*)

**Topic 19:** Sustainability vocabulary

**Topic 20:** Idioms and Costa Rican expressions

**Topic 21:** Connectors: por consiguiente, por lo contrario, finalmente, por último and others.

### 1.3. Orthographic

**Topic 22:** Organization and distribution of paragraphs

**Topic 23:** Review of the laws of accentuation.

**Topic 24:** Initial capital letters (individuals or unique realities, collectivities and organisms, conferences, congresses, treaties).

**Topic 25:** Compound words.

**Topic 26:** Contrast between relative exclamations and interrogatives

### 1.4. Semantic

**Topic 27:**

- a) Relationship between the parts and the whole.
- b) Hyponymy / hiperonimia

## 2. Socio-linguistic contents

**Topic 28: Markers**

- a) Use and choice of forms of treatment: formal and informal (*usted / vos*)
- b) Use and choice of interjectives and interjective phrases, for example, ¡Dios mío!, ¡Que mal!, ¡Hay que ver!, ¡Si yo tuviera ese...!
- c) Dialect and accent, for example, recognize linguistic markers of social class, national origin, professional group.
- d) Expressions of courtesy according to the contexts.
- e) Express contempt and antipathy: *Para nada me gustó eso...*
- f) Express patience or impatience: *¡Ay no, otra vez!!*
- g) Express frankness: *¡No vaya usted!*

## 3. Pragmatic contents

**Topic 29: Discursive competence:** is the ability to order sentences to produce coherent fragments in communication, like instruction, argumentation and demonstration, and of natural sequence according to a specific situation. Syntactic distribution, with values of meaning.

- a) *Corre, corre que está ahí el tren.*
- b) *Venga, anda y no te preocupes.*
- c) *¡Anda! ¿Estás aquí?*
- d) *¡Vaya! Pues no lo sabía.*

**Topic 30: Functional competence**, is divided into two categories:

**1) Microfunctions** through brief statements of interaction with infinitive, imperative and gerund

**a) Infinitive**

- El profesor recomendó al estudiante trabajar más.
- Ella parece tener razón.
- El profesor lo regañó por no haber estudiado.

**b) Verbal value**

- ¿Te ayudó ella? Sí, a hacer este trabajo.

**c) Imperative**

- A comer.

**d) Gerund (temporality)**

- Me lo confesó yendo por la calle.

**e) Gerund (predicative)**

- Tengo todo el cuerpo temblando.

**2) Macrofunctions** through functional use of spoken discourse or written text .

- description
- narration
- presentation
- instruction
- explanation
- comment
- demonstration
- 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:

- Three oral presentations on different topics which will reflect the ability to perform communicative skills.
- Two reading reports on selected literary short stories, to expand vocabulary and generate opinions.
- Three compositions on sociocultural topics in which she will use grammatical elements in accordance to level B2.
- A socio drama In group, the students will represent roles of different characters.
- One dialog that allows to promote the correct use of oral and written expression techniques on different everyday situations
- A debate that allows the students to develop their argumentation skills.
- Two interviews to Spanish speakers on national reality issues.
- Analysis of a film

### **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.

During independent work hours students will be able to use the institution´s library, 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, professors and staff.

### **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> |
|------------------------------------|------------------|
| 3 Oral presentations               | <b>30%</b>       |
| 2 Reading reports                  | <b>10%</b>       |
| 3 Compositions                     | <b>30%</b>       |
| 1 Socio drama                      | <b>5%</b>        |
| 1 Debate                           | <b>5%</b>        |
| 1 Oral and written dialog          | <b>5%</b>        |
| 2 Interviews with Spanish speakers | <b>10%</b>       |
| 1 Analysis of a film               | <b>5%</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 three oral presentations

|   | Excellent<br>100-95<br>(5pts) | Very good<br>94-89<br>(4 points) | Good<br>88-75<br>(2.5 points) | Insufficient<br>74 or less<br>(1 pt) | Score |
|---|-------------------------------|----------------------------------|-------------------------------|--------------------------------------|-------|
| Communicates with the appropriate grammatical structures with discursive elements of medium complexity          |                               |                                  |                               |                                      |       |
| Uses vocabulary relevant to general and proximity topics  |                               |                                  |                               |                                      |       |
| Integrates dimensions of semantic change according to context.  |                               |                                  |                               |                                      |       |
| Highlights markers in the use of proverbs, idioms, expressions of beliefs, attitudes and values.                |                               |                                  |                               |                                      |       |
| Orders coherent sentences and fragments of natural sequence with a particular intentionality of the new culture |                               |                                  |                               |                                      |       |

2. Reading reports: show the ability to interpret a literary text and summarize it taking into account correction (grammatical precision), clarity (organization of ideas) and the relevant lexicon. There will be two reports on two short stories:

|   | Excellent<br>100-95<br>(5pts) | Very good<br>94-89<br>(4 points) | Good<br>88-75<br>(2.5 points) | Insufficient<br>74 or less<br>(1 pt) | Score |
|---|-------------------------------|----------------------------------|-------------------------------|--------------------------------------|-------|
| Communicates with the appropriate grammatical structures with discursive elements of medium complexity          |                               |                                  |                               |                                      |       |
| Uses vocabulary relevant to general and proximity topics  |                               |                                  |                               |                                      |       |
| Integrates dimensions of semantic change according to context.  |                               |                                  |                               |                                      |       |
| Highlights markers in the use of proverbs, idioms, expressions of beliefs, attitudes and values.                |                               |                                  |                               |                                      |       |
| Orders coherent sentences and fragments of natural sequence with a particular intentionality of the new culture |                               |                                  |                               |                                      |       |

3. Compositions: promote the use of the three communicative competences such as linguistics, sociolinguistics and pragmatics. Three will be three.

|   | Excellent<br>100-95<br>(5pts) | Very good<br>94-89<br>(4 points) | Good<br>88-75<br>(2.5 points) | Insufficient<br>74 or less<br>(1 pt) | Score |
|---|-------------------------------|----------------------------------|-------------------------------|--------------------------------------|-------|
| Communicates with the appropriate grammatical structures with discursive elements of medium complexity          |                               |                                  |                               |                                      |       |
| Uses vocabulary relevant to general and proximity topics  |                               |                                  |                               |                                      |       |
| Integrates dimensions of semantic change according to context.  |                               |                                  |                               |                                      |       |
| Highlights markers in the use of proverbs, idioms, expressions of beliefs, attitudes and values.                |                               |                                  |                               |                                      |       |
| Orders coherent sentences and fragments of natural sequence with a particular intentionality of the new culture |                               |                                  |                               |                                      |       |

4. Socio-drama: shows the ability to put into practice the three communicative competences such as linguistics, sociolinguistics and pragmatics.

|   | Excellent<br>100-95<br>(5pts) | Very good<br>94-89<br>(4 points) | Good<br>88-75<br>(2.5 points) | Insufficient<br>74 or less<br>(1 pt) | Score |
|---|-------------------------------|----------------------------------|-------------------------------|--------------------------------------|-------|
| Communicates with the appropriate grammatical structures with discursive elements of medium complexity          |                               |                                  |                               |                                      |       |
| Uses vocabulary relevant to general and proximity topics  |                               |                                  |                               |                                      |       |
| Integrates dimensions of semantic change according to context.  |                               |                                  |                               |                                      |       |
| Highlights markers in the use of proverbs, idioms, expressions of beliefs, attitudes and values.                |                               |                                  |                               |                                      |       |
| Orders coherent sentences and fragments of natural sequence with a particular intentionality of the new culture |                               |                                  |                               |                                      |       |

5. Oral and written dialog: promote the use of the three communicative competences such as linguistics, sociolinguistics and pragmatics. There will be one dialogs about different cultural aspects.

|   | Excellent<br>100-95<br>(5pts) | Very good<br>94-89<br>(4 points) | Good<br>88-75<br>(2.5 points) | Insufficient<br>74 or less<br>(1 pt) | Score |
|---|-------------------------------|----------------------------------|-------------------------------|--------------------------------------|-------|
| Communicates with the appropriate grammatical structures with discursive elements of medium complexity          |                               |                                  |                               |                                      |       |
| Uses vocabulary relevant to general and proximity topics  |                               |                                  |                               |                                      |       |
| Integrates dimensions of semantic change according to context.  |                               |                                  |                               |                                      |       |
| Highlights markers in the use of proverbs, idioms, expressions of beliefs, attitudes and values.                |                               |                                  |                               |                                      |       |
| Orders coherent sentences and fragments of natural sequence with a particular intentionality of the new culture |                               |                                  |                               |                                      |       |

6. Debate: promote the use of the three communicative competences such as linguistics, sociolinguistics and pragmatics. There will be a debate in which the student can comment (introduce or emphasize), add an argument, maintain appropriate behavior in terms of: interrupting, asking for silence, apologizing for interrupting, resuming an intervention, asking for clarification.

|   | Excellent<br>100-95<br>(5pts) | Very good<br>94-89<br>(4 points) | Good<br>88-75<br>(2.5 points) | Insufficient<br>74 or less<br>(1 pt) | Score |
|---|-------------------------------|----------------------------------|-------------------------------|--------------------------------------|-------|
| Communicates with the appropriate grammatical structures with discursive elements of medium complexity          |                               |                                  |                               |                                      |       |
| Uses vocabulary relevant to general and proximity topics  |                               |                                  |                               |                                      |       |
| Integrates dimensions of semantic change according to context.  |                               |                                  |                               |                                      |       |
| Highlights markers in the use of proverbs, idioms, expressions of beliefs, attitudes and values.                |                               |                                  |                               |                                      |       |
| Orders coherent sentences and fragments of natural sequence with a particular intentionality of the new culture |                               |                                  |                               |                                      |       |

**7. Interviews with Spanish speakers:** interacts with Spanish speakers on cultural and environmental issues. There will be two.

|   | Excellent<br>100-95<br>(5pts) | Very good<br>94-89<br>(4 points) | Good<br>88-75<br>(2.5 points) | Insufficient<br>74 or less<br>(1 pt) | Score |
|---|-------------------------------|----------------------------------|-------------------------------|--------------------------------------|-------|
| Communicates with the appropriate grammatical structures with discursive elements of medium complexity          |                               |                                  |                               |                                      |       |
| Uses vocabulary relevant to general and proximity topics  |                               |                                  |                               |                                      |       |
| Integrates dimensions of semantic change according to context.  |                               |                                  |                               |                                      |       |
| Highlights markers in the use of proverbs, idioms, expressions of beliefs, attitudes and values.                |                               |                                  |                               |                                      |       |
| Orders coherent sentences and fragments of natural sequence with a particular intentionality of the new culture |                               |                                  |                               |                                      |       |

8. Analysis of a film: shows the ability to put into practice the three communicative competences such as linguistics, sociolinguistics and pragmatics.



|   | Excellent<br>100-95<br>(5pts) | Very good<br>94-89<br>(4 points) | Good<br>88-75<br>(2.5 points) | Insufficient<br>74 or less<br>(1 pt) | Score |
|---|-------------------------------|----------------------------------|-------------------------------|--------------------------------------|-------|
| Communicates with the appropriate grammatical structures with discursive elements of medium complexity          |                               |                                  |                               |                                      |       |
| Uses vocabulary relevant to general and proximity topics  |                               |                                  |                               |                                      |       |
| Integrates dimensions of semantic change according to context.  |                               |                                  |                               |                                      |       |
| Highlights markers in the use of proverbs, idioms, expressions of beliefs, attitudes and values.                |                               |                                  |                               |                                      |       |
| Orders coherent sentences and fragments of natural sequence with a particular intentionality of the new culture |                               |                                  |                               |                                      |       |

**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:**

- Yglesias, Eugenia. Folleto de Nivel Intermedio II. VERITAS, Costa Rica.

### **Recommended bibliography**

- García Hernández, Nieves y Sánchez Lobato, Jesús. 1985. *Español 2000*, Nivel Medio. España: SGEL Sociedad General Española de Librería, S.A.
- Real Academia Española. 1992. *Diccionario de la Lengua Española*. Madrid: Vigésima segunda edición.
- Shumway, Nicolás. 1998. *Español en español*. Jovanvich Harcourt Brace College Publishers,
- Andujar, Julio y Dixon, Robert. 1991. *Workbook in Everyday Spanish*, Intermediate-Advanced. Regents Publishings Company, Inc.
- Real Academia Española (Comisión de Gramática). 1989. *Esbozo de una Nueva Gramática de la Lengua Española*. Espasa-Calpe Madrid.
- Seco, Rafael. *Manual de Gramática Española*. Aguilar Ediciones Madrid.

### **Schedule**

| Week | Content | Teaching Strategies |
|------|---------|---------------------|
|------|---------|---------------------|

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|----------|--|---|
| <p>1</p> | <p><b>Grammatical</b><br/> <b>Topic 1:</b> Verbs in the past tense: simple past, imperfect, present perfect and pluperfect<br/> <b>Topic 2:</b> Integration of the four past tenses of the indicative<br/> <b>Topic 3:</b> Indirect and direct complement pronouns<br/> <b>Topic 7:</b> Passive voice.</p> <p><b>Lexical</b><br/> <b>Topic 12:</b> Vocabulary relevant to news from different newspapers<br/> <b>Topic 13:</b> Vocabulary of national myths, legends and beliefs<br/> <b>Topic 14</b> Vocabulary of art: types of art, tools, techniques and others.</p> <p><b>Orthographic</b><br/> <b>Topic 22:</b> Organization and distribution of paragraphs<br/> <b>Topic 23:</b> Review of the laws of accentuation.</p> <p><b>Semantic</b><br/> <b>Topic 27:</b><br/> a) Relationship between the parts and the whole.</p> <p><b>Socio-linguistic:</b><br/> <b>Topic 28: Markers</b><br/> a) Use and choice of forms of treatment: formal and informal (<i>usted / vos</i> )<br/> b) Use and choice of interjectives and interjective phrases, for example, ¡Dios mío!, ¡Que mal!, ¡Hay que ver!, ¡Si yo tuviera ese...!</p> <p><b>Pragmatic:</b><br/> <b>Topic 29: Discursive competition</b><br/> Syntactic distribution, with values of meaning.<br/> h) <i>Corre, corre que está ahí el tren.</i></p> <p><b>Topic 30:</b> Functional competence<br/> <b>1) Microfunctions</b><br/> <b>a) Infinitive</b><br/> - El profesor recomendó al estudiante trabajar más.<br/> - Ella parece tener razón.<br/> - El profesor lo regañó por no haber estudiado.<br/> <b>i) Verbal value</b><br/> - ¿Te ayudó ella? Sí, a hacer este trabajo.</p> | <p>Course presentation and reading of the syllabus.</p> <p>Oral presentation:<br/> Composition.<br/> Analysis of a film</p> |
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|---|---|--|
|   | <p><b>2) Macrofunctions</b><br/> a) description<br/> b) narration</p>   |  |
| 2 | <p><b>Grammatical</b><br/> <b>Topic 4:</b> Verbs in future tense<br/> <b>Topic 5:</b> Verbs in simple conditional<br/> <b>Topic 6:</b> Contrast between future and conditional</p> <p><b>Lexical</b><br/> <b>Topic 15:</b> Technology vocabulary<br/> <b>Topic 16:</b> Vocabulary for description of objects, sites (shapes, colors, textures).</p> <p><b>Orthographic</b><br/> <b>Topic 24:</b> Initial capital letters (individuals or unique realities, collectivities and organisms, conferences, congresses, treaties).</p> <p><b>Semantic</b><br/> <b>Topic 27:</b><br/> a) Hyponymy / hiperonimia</p> <p><b>Socio-linguistic:</b><br/> <b>Topic 28: Markers</b><br/> c) Dialect and accent, for example, recognize linguistic markers of social class, national origin, professional group.<br/> d) Expressions of courtesy according to the contexts.</p> <p><b>Pragmatic:</b><br/> <b>Topic 29: Discursive competition</b><br/> Syntactic distribution, with values of meaning.<br/> <i>b) Venga, anda y no te preocupes.</i></p> <p><b>Topic 30: Functional competence</b><br/> <b>1) Microfunctions</b><br/> <b>c) Imperative</b><br/> - A comer.<br/> <b>2) Macrofunctions</b><br/> c) Presentation<br/> d) instruction</p> | <p>Oral presentation:<br/> Composition.<br/> Reading report<br/> Interview with Spanish speakers</p> |
| 3 | <p><b>Grammatical</b><br/> <b>Topic 8: Verbs in the present subjunctive</b><br/> a) Conjugation<br/> b) Uses<br/> c) Concordance between forms of indicative and present subjunctive</p>  | <p>Oral presentation:<br/> Composition.<br/> Reading report<br/> Socio drama</p>                     |

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|          | <p><b>Topic 10: Verbs with preposition</b></p> <p><b>Lexical</b><br/> <b>Topic 17:</b> Vocabulary of public services: airport, hospital, hotels, shops and others.<br/> <b>Topic 18:</b> Vocabulary of natural disasters (avalancha, deslizamientos, inundaciones, terremotos) and other caused by man (hambruna, epidemias, calentamiento global)<br/> <b>Topic 19:</b> Sustainability vocabulary</p> <p><b>Orthographic</b><br/> <b>Topic 25:</b> Compound words.</p> <p><b>Socio-linguistic:</b><br/> <b>Topic 28: Markers</b><br/> e) Express contempt and antipathy: <i>Para nada me gustó eso...</i></p> <p><b>Pragmatic:</b><br/> <b>Topic 29: Discursive competition</b><br/> Syntactic distribution, with values of meaning.<br/> <b>Topic 30: Functional competence</b><br/> <b>1) Microfunctions</b><br/> d) Gerund (temporality)<br/> <b>2) Macrofunctions</b><br/> e) explanation<br/> f) comment</p> |   |
| <p>4</p> | <p><b>Grammatical</b><br/> <b>Topic 9: Verbs in the imperfect subjunctive</b><br/> a) Conjugation<br/> b) Uses<br/> c) Concordance between forms of indicative and imperfect subjunctive<br/> <b>Topic 11: Cult Latin comparative adjectives</b><br/> (superior, anterior and interior)</p> <p><b>Lexical</b><br/> <b>Topic 20:</b> Idioms and Costa Rican expressions<br/> <b>Topic 21:</b> Connectors por consiguiente, por lo contrario, finalmente, por último and others.</p> <p><b>Orthographic</b><br/> <b>Topic 26:</b><br/> Contrast between relative exclamations and interrogatives<br/> <b>Socio-linguistic:</b></p>   | <p>Oral presentation:<br/> Interview<br/> Debate<br/> Oral and written dialog</p> |

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|  | <p><b>Topic 28: Markers</b> Express patience or impatience: <i>¡Ay no, otra vez!!</i></p> <p><b>Pragmatic:</b></p> <p><b>Topic 29: Discursive competence</b> : is the ability to order sentences to produce coherent fragments and of natural sequence according to a specific situation.</p> <p><b>Topic 27: Functional competence</b></p> <p><b>Microfunctions</b></p> <p>e) Gerund (predicative)</p> <p><b>Macrofunctions</b></p> <p>g) demonstration</p> <p>h) persuasion</p> |  |
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### 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.