

Intermediate Spanish
SPAN 201 & SPAN 202
-6 credits / 90 contact hours

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□ **Course Description and Objectives:**

These modules are designed to reinforce the basic structures of the language learned in the previous level, and it would introduce more complex settings. These courses are designed to emphasize on the communication skills through the interaction of materials, such as magazines, newspapers, movies, radio programs, etc. But, it introduces the student into a higher reference of materials such as the reading of novels, essays, formulation of opinions about movies or plays that he or she has attended.

The student will work on reinforcing their abilities such as Listening, Writing, Reading, and Speaking skills in and outside the classroom. The student will work with more complex grammar structures, will acquire vocabulary through the reading of real life materials, will acquire his or her written skills by the completion of long essays, and will improve his or her Speaking and Listening skills through presentations and classroom interactions that will focus in their abilities to debate real life issues, such as world news. (See Appendix A)

The main focus of the course will be to reinforce the previous skills through communicative tasks, and expand on the more complicated grammatical structures that would enable the student to participate in formulating more complex ideas. As in the beginner level, these abilities will be reinforced in a more formal setting: Laboratory Work.

The program uses exclusively the program created by the Instituto Cervantes for the teaching of Spanish through the internet: Aula Virtual de español (www.ave.cervantes.es).

In this setting, the student will acquire the necessary aptitudes to complete this second level of Spanish, and will form the base for the advanced level. The work completed in the classroom, and in the laboratory would be complemented by the interaction between native speakers and the students in an informal setting. This aspect will be arranged individually.

□ **Instructional Approaches**

The main focus of the course will be to introduce the students with the basic tools that would enable him or her in the acquisition of grammar through communicative activities. The student will be an active participant in the acquisition of his language skills. By the assignment of meaningful activities, the student will be in charge of his own learning, and he or she will be responsible for the successful completion of the course. The role of the teacher will be of a resource for the students. The instructor will work towards creating a dynamic classroom setting that will promote the active participation of the learners. The course will be structured by taking into account the different stages of learning, as well as each individual style of learning, and will present communicative activities that are task oriented.

□ **Course Requirements**

- Assignments

The student will be responsible for the completion of all assigned work in and outside the classroom. The activities are designed to assist the student develop his written, oral, listening, and reading skills. The instructor will assigned work in a day to day basis, thus it is the responsibility of the student to find out the assigned task.

- Exams

There will be two major exams: a midterm and a final. The emphasis of these exams will be to test the communicative abilities of the student. All the skills (reading, listening, oral, and written) will be tested in different sections. Comprehension will be the focus.

The reading section will asses the student's ability to read a text in the target language and obtain information from that will be necessary to complete the next part: the written section.

The written section will test the student's ability to communicate his thoughts about a given topic, as well as his grammatical skills.

The listening and oral sections will test the student's ability to speak and to interact in a conversation with native speakers.

- Laboratories (2 hours a **week**)

The course uses the Aula Virtual de Español (AVE). The student will have to complete a certain numbers of hours to obtain credit for this part. The Program is a resource tool that emphasizes the reinforcement of all the skills necessary to communicate in the target language. See Appendix C.

- Journals (every week)

Students will keep a journal where they will maintain a record of their progression while learning the mechanics of the language.

- Oral Presentation

This part of the course will emphasize the oral skills of the student. He or she will have to present to the class a presentation of a topic related to the culture of any Spanish speaking country.

▣ Grading

Assignments	10 points	The breakdown for the grades will be as follows ¹ :
Exams	40 points	
AVE	30 points	
Journals	10 points	
Oral	10 points	
		A 90-100
		B 89-80
		C 79-70
		D 60-69
		F 59-0
Total	100 points	

▣ Course Policies:

It is require that the student participates in all class discussions. It is their responsibility to read assigned reading before each meeting, and to keep notes on the discussions.

Assignments must be handed on time, and they will **not** be accepted late.

Students must attend all meetings. Unexcused absences will **not** be accepted, and they will affect the final grade. For each unexcused absence, the student will lose half a letter grade.

¹ Note.- Some professors will use the grading system from the University of Wales which is as follows:

40	Aprobado,
50	Bien,
60	Notable
70	Sobresaliente

Nevertheless, the grades will be transferred to your school using the grading used in Winthrop University.

Absences are only excused with a medical note.

There will **not** be extra credit or make ups. Any student who leaves the program early without notification will receive an "F" for their final grade. Students will **not** receive a letter of Incomplete. All work must be completed before leaving the program.

The program follows the Grading Policies set by Winthrop University. See Appendix A.

Program

Intermediate Spanish

Textbook: *En Acción 2: curso de español.*

Unidad 1: ¿Qué sabemos nosotros?

- Conocer a un grupo de compañeros y presentárselo a la clase
- Escribir un artículo con las impresiones de algunos compañeros sobre su aprendizaje del español.
- Elaborar un test sobre la realidad sociocultural hispana.

Comunicación

- Formular hipótesis
- Hablar de gustos y preferencias
- Expresar desagrado
- Hablar de similitudes
- Describir una lengua
- Expresar cantidad
- Expresar sentimientos (miedo, vergüenza)
- Expresar dificultad
- Opinar y valorar
- Destacar una cosa entre varias

Sistema de la lengua

- Expresiones de falta de seguridad: tal vez, a lo mejor,...
- Aficiones, gustos, preferencias
- Verbos preferir, gustar y gradativos
- Pronombre interrogativo cuál / cuáles
- Adjetivo *mismo*
- Lectura, cine, música, deporte, Internet
- *Parecerse a, recordar a, sonar, como, se como*
- Verbos *sentir, sentirse, molestar, parecer, resultar*
- *(Casi) todos, la mayoría, muchos/as, unos/as cuantos / as, unos/as pocos / as,...*
- Aprendizaje y tipos de actividades de clase
- *Lo que más / menos, lo mejor / peor, lo más / menos, ...*
- ¿Sabes dónde / en qué ciudad/ Cuándo ...?

Unidad 2: ¿Estamos informados?

- Hablar de medios para estar informados
- Elaborar una guía con recomendaciones de novelas, películas y series de televisión.

- Hablar sobre la televisión y otros medios de comunicación.

Comunicación

- Hablar de actividades para ocupar el tiempo de espera
- Expresar acuerdo y desacuerdo
- Valorar un medio o servicio de información
- Hablar de hábitos y costumbres
- Hablar de películas y novelas
- Preguntar por el argumento y contarlo
- Valorar una novela, película o serie de televisión
- Hablar de los sentimientos
- Hablar de los programas de televisión más vistos

Sistema de lengua

- Adverbios de tiempo: cuando / mientras
- Recursos para expresar acuerdo y desacuerdo
- Medios para obtener información práctica
- Verbo *soler* y expresiones de frecuencia
- Verbos *saber / conocer*
- Géneros de películas y novelas
- Vocabulario relacionado con películas, novelas y series de televisión
- Pronombre relativo *que*
- Verbos *reírse/llorar/pasar miedo con*
- Programas de televisión

Unidad 3: Recuerdos

- Hablar de nuestros recuerdos personales más significativos
- Conceder los premios Personas en acción a grandes personajes.
- Hablar de las sensaciones que nos producen ciertos recuerdos.

Comunicación

- Preguntar recuerdos
- Expresar que se recuerda o no algo
- Describir recuerdos
- Expresar (grados de) certeza
- Expresar causa y consecuencia
- Hablar de acciones en desarrollo
- Hablar de cambios y logros
- Hablar de emociones y sensaciones asociadas a recuerdos
- Hablar de canales sensoriales

Sistema de lengua

- Juegos y juguetes: colegios y asignaturas
- Verbos recordar y acordarse

- Adjetivos de carácter
- Seguramente, a lo mejor, supongo que, ...
- Pretérito imperfecto de indicativo
- Marcadores temporales referidos al pasado: entonces, en aquella época...
- Imperfecto del verbo *soler* + infinitivo
- Verbos que expresan cambios y logros
- Causa y consecuencia: debido a, gracias a
- Estaba + Gerundio
- Los sentidos y la percepción

Unidad 4: ¡Vamos a Celebrarlo!

- Organizar una fiesta o celebración para la clase
- Proponer un menú especial para dos compañeros
- Comparar hábitos alimenticios de diferentes lugares

Comunicación

- Felicitar
- Hablar de fiestas y de cómo se celebran
- Proponer, aceptar y rechazar una propuesta
- Repartir tareas
- Valorar un plato
- Hablar de la composición y elaboración de un plato
- Hablar de hábitos y costumbres alimenticias

Sistema de lengua

- Recursos para felicitar
- Recursos para proponer, aceptar y rechazar
- Comidas, bebidas y elementos de decoración en las fiestas
- Tareas para organizar una fiesta
- Recursos para repartir tareas
- Se impersonal
- Composición de un plato y modo de prepararlo
- Recursos para valorar un plato

Unidad de repaso (Módulo A)

Sección Pasaporte y Biografía:

- Reflexión sobre las experiencias en el aprendizaje de lenguas
- Reflexión sobre el contacto con la cultura hispana

Sección *Dossier*:

- Selección de los trabajos que incluir en tu *dossier*.

Revista:

- 800 kilómetros de historia y Concordia
- Bibliometro: leer sin parar
- Hoy, capítulo 142...
- El roscón de Reyes

Unidad 5: Relaciones Personales

- Describir el grado de compatibilidad que tienes con tu compañero para hacer algo.
- Hablar de las personas del grupo: Sus relaciones y su manera de ser.
- Reflexionar sobre el funcionamiento del grupo.

Comunicación

- Hablar de experiencia en grupos
- Expresar aversión hacia algo
- Expresar preocupación, miedo, temor,...
- Hablar de cualidades personales
- Hablar de las relaciones personales
- Hablar de cambios en las personas
- Hablar del funcionamiento de un grupo

Sistema de lengua

- Recursos para expresar aversión: No soporto, no me gusta nada, estoy harto de, (+infinitivo/sustantivo/subjuntivo)
- Recursos para expresar preocupación, miedo...: Me preocupa, me da miedo, me molesta...
- Presente de subjuntivo
- Adjetivos de carácter
- Verbos dejar de, volverse, hacerse
- Llevarse bien/mal, tener buena / mala relación, caer bien/mal

Unidad 6: Historias Vividas

- Escribir un reportaje sobre un compañero.
- Grabar una historia inexplicable o una anécdota de viajes.
- Conocer las becas Erasmus y hablar de experiencias positivas que hemos vivido.

Comunicación

- Situar en el tiempo un relato
- Hablar sobre acontecimiento o historias vividas
- Referirse a acciones terminadas o que continúan
- Contar anécdotas y experiencias vividas
- Hablar de imprevistos y contratiempos

- Expresar interés, incredulidad, satisfacción, tristeza, felicidad,...ante un relato
- Referirse a acciones interrumpidas o simultáneas
- Expresar probabilidad
- Hablar de planes

Sistema de Lengua

- Onomatopeyas
- Vocabulario relacionado con la biografía de una persona
- Marcadores de tiempo en el relato: en cuanto, tras una semana, hasta que,...
- Pretérito Pluscuamperfecto de indicativo
- Dejar de + infinitivo, seguir + gerundio
- Recursos para mostrar interés, incredulidad, satisfacción,...
- Estaba a punto de...cuando...: mientras
- Vocabulario relacionado con el misterio
- Seguro que, me imagino que, quizás, tal vez, probablemente, a lo mejor,...
- Pensar + infinitivo, ir a + infinitivo

Unidad 7: ¡Vaya Cosas!

- Inventar un objeto original o útil
- Redactar un anuncio para vender, comprar o intercambiar un objeto.
- Hablar de objetos que asociamos con diferentes países.

Comunicación

- Dar y pedir información sobre las características de un objeto
- Describir un objeto
- Expresar sentimientos (por la pérdida de algo): pena, rabia, tristeza...
- Preguntar por la existencia de un establecimiento o servicio
- Hablar de la conveniencia y utilidad de un objeto
- Comparar objetos
- Dar y pedir instrucciones
- Dar indicaciones
- Comentar la procedencia de un objeto
- Elegir objetos para regalar

Sistema de lengua

- Tipos de objetos
- Características de los objetos: color, material, tamaño, forma, estado,...
- Me dio mucha pena, me dio mucha rabia,...
- Pronombre relativo que + indicativo / subjuntivo

- Venir bien, ser útil, servir para
- Adjetivos comparativos
- Se impersonal
- Presente de indicativo para dar indicaciones
- Imperativo afirmativo y negativo
- Posición del pronombre con el imperativo
- Imperativo para dar instrucciones

Unidad 8: Mensajes y Favores.

- Pedir cosas a compañeros de clase.
- Pedir que nos hagan algunas tareas y gestiones.
- Reflexionar sobre las formas de pedir un favor.

Comunicación

- Hablar del uso de los canales de comunicación
- Pedir algo a alguien
- Pedir a alguien que haga algo
- Trasmitir las palabras de otros
- Proponer y recordar algo a alguien
- Hablar de tareas y gestiones cotidianas
- Plantear una posible solución a un problema
- Justificar una petición y la negación de un favor
- Ofrecer ayuda
- Hablar de estrategias para pedir una cosa o un favor

Sistema de lengua

- Canales de comunicación
- Vocabulario asociado al teléfono
- Estilo indirecto: ha dicho que, me ha pedido que, me ha preguntado si/ dónde...
- Doble pronombre personal (directo e indirecto)
- Verbos de movimiento: ir, venir, llevar, traer
- Recursos para proponer, pedir y recordar algo a alguien: a ver si, acuérdate de,...
- Tareas y gestiones cotidianas
- Recursos para justificar una petición y la negación de un favor: es que
- Recursos para plantear una solución

Unidad de Repaso (Módulo B)

Sección Pasaporte y Biografía:

- Reflexión sobre las técnicas y estrategias de aprendizaje de una lengua.
- Sección *Dossier*: Selección de los trabajos que deseas incluir en tu *dossier*.

Revista

- El misterioso encanto de la isla de Pascua.
- *Todo sobre mi madre* y algo sobre la madre de Pedro Almodóvar.
- Publicidad.
- Pasatiempos.

Course Objectives

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By the end of the semester, the student will be able to communicate using complex language structures. He or she will be able to negotiate meaning from the different encounters with real life materials, and native speakers of the language. The aim of the course is to guide the student to achieving some of the following goals.

Listening

Student will be able to understand:

- an invitation made over the phone
- a person talking about a party
- someone describing the ingredients of a meal
- a person discussing the food from many cultures
- people that complain
- a person talking about personal relations
- a person that values an experience
- a group of people that talk about different ways of taking action

Reading

Student will be able to read:

- an sms text messages
- posters announcing a party
- invitations to formal parties and informal ones
- the menu at a restaurant
- a magazine about regional cooking
- a test about behaviour
- the description of a fictional character
- an article about psychology

Writing

Student will be able to compose:

- a presentation for candidates
- a formal invitation to a party
- write a text about regional cooking
- a report about a peer
- a list of things he or she wishes to know
- an anecdote about a trip

Speaking

Student will be able to talk about:

- His or her toys from childhood
- Historical events that were important
- Holidays that are celebrated year round
- About a Hispanic dish that he or she knows
- Experiences in groups
- Things that bother him, or Hanoi, or bore, or worry him or her
- Compulsive behaviour

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Listening

Student will be able to comprehend:

- An interview in the radio
- A person describing what he or she would do if he or she won the lottery
- A person talking about his or her hopes
- Comprehend people that value and comment the news
- A conversation where there are different points of view being discussed
- People who say goodbye in different situations

Reading

Student will be able to read:

- An article about professions in the future
- a conversation in a chat room
- A personality test
- A magazine that talks about how the future could be
- Comprehend newsarticles

Writing

Student will be able to write:

- Questions about the future
- Elaborate a personality test
- Ask about hypothetical situations in the future
- The opinions of different people

Speaking

Student will be able to talk about:

- Wishes and future predictions
- The future of others
- Hypothetical situations
- Give advice

- TV programs that he normally watches
- Express the conclusions reached at a group discussion
- Talk about personal experiences

**Appendix B: LABORATORY
Intermediate Level:**

Contents: AVE (Aula Virtual de Español)²

Course Contents:

Reading Comprehension

By the time they have finished the course; students should be able to read newspaper articles dealing with everyday topics for gist or describe events in a simple way; clear textual argument; personal letters dealing with feelings and desires; and give simple instructions. They will also be able to locate specific information in lengthy texts.

Writing

Students will learn how to write continuous and intelligible texts, with logical connections between their sections, allowing them to describe experiences, feelings and events in reasonable detail; to deliver items of news; and to express simple ideas and opinions on abstract or cultural topics, such as cinema or music.

Listening Comprehension

Students will be able to understand speech on everyday matters and information on events; conversations and everyday discussions; films and media programmes; short talks and chats. Besides general meaning, they will be able to pick up specific details and deduce the meaning of words from the context and the meaning in general.

Course B1

Students will learn to:

- Manage spoken communication: ask if someone knows something, encourage someone to continue, react to information...
- Relate actions from the past and present: compare them, contrast them...
- Transmit what others have said and repeat it
- Relate experiences and news

² All this information was obtained from the Instituto Cervantes.

- Talk about past actions that took place prior to another past action
- Match up information by expressing cause and effect.
- Talk about the future
- Hypothesize about the present
- Organize speech
- Express degrees of necessity in an impersonal manner
- Express opinions, agreement and disagreement
- Talk about books, science, and the new technologies

Course B2

Students will learn to:

- Interact in public establishments: markets, restaurants, estate agents, travel agents...
- Make comparisons
- Give advice and recommendations, personally and impersonally.
- Express sensations and physical states
- Offer, accept and reject things
- Describe products or meals
- Ask for and give information on where objects or places can be found
- Set out formal letters and electronic mail
- Take part in administrative and formal conversations
- Make and answer phone calls
- Express doubts, share them and make decisions
- Express the intention of doing something or not
- Suggest activities and make plans
- Express desires
- Ask, speak, anticipate and warn about future situations
- Ask public establishment employees for services or things
- Describe places

Course B3

Students will learn to:

- Talk about culture, technology, fashion and publicity
- Interact in the working and business world
- Suggest activities
- Make comparisons of quantity
- Start up and end conversations with strangers
- Express feelings: sorrow, joy, disappointment, annoyance, fear, worry...
- Put short, informative articles into order
- Make judgments and evaluations and express, justify and argue opinions

- Interrupt others to give their opinion
- Express probability and different degrees of sureness.
- Express conditions
- Cheer people up
- Give instructions on how to do certain jobs
- Write notes or messages, transmit what others say and ask for messages to be passed on
- Express tastes and preferences
- Show that they are following another person's conversation

Course B4

Students will learn to:

- Take part in social events of quite a formal nature: lunches, dinners, parties...
- Talk about the environment, green tourism, and the country
- Talk about teaching and learning languages
- Summarize what others have said
- Talk about personal relationships and changes in people
- Express sensations
- Use counter-argument techniques
- Welcome someone, give compliments and gifts and react to receiving them.
- Express necessity and convenience
- Check that they have understood something
- Give advice and make suggestions
- Match up the parts of a piece of speech
- Talk about past, present and future actions
- Express advantages and disadvantages
- Express agreement, disagreement and doubt about others opinions
- Express purpose