

## SPANISH GRAMMAR -LEVEL 2

**Course load: 96 hours**

### **Course Description**

Spanish Grammar – Level 2 is the continuation of the Use of Spanish – Level 1 program, this means that the topics dealt here are more complex because students must study contents which involve a higher level of demand. This course deals with intermediate level B2 topics in accordance with the Syllabus of the Cervantes Institute and the Common European Framework of Reference for Languages (CEFR).

The main purpose of this subject is that Spanish as a foreign language students develop their grammatical and communicative competence, applying their written and oral comprehension and production linguistic skills in different social contexts and thus being able to achieve level B2 in Spanish. By the end of the course, students will be able to express themselves fluently in different communicative contexts and they will be able to make complex language exchanges in Spanish, taking into account pragmatic and sociocultural aspects of the 'rioplatense' variant of Spanish in Argentina's reality.

It is the purpose of this subject that students achieve independence in their communicative competence and grammatical proficiency, therefore, the methodology to be impelled will be comprehensive, it will include the communicative approach, task-based learning and the implementation of pedagogical grammar. The priority will be to maximize the students' linguistic, interpretative and expression skills.

## Objectives

The general objective of this course is that students who are non-Spanish speakers and have achieved an independent user level of Spanish, equivalent to a **B1** level of the **Common European Framework of Reference for Languages (CEFR)**, could acquire command of the Spanish Language, in its 'rioplatense' variant at a level equivalent to a B2 level (CEFR).

Therefore, students will need to achieve the following specific goals:

- a) To strengthen the communicative competence of Spanish as a Foreign Language.
- b) To learn the basics of Spanish pedagogical grammar.
- c) To apply complex grammatical structures to different communicative situations.
- d) To develop the linguistic skills involved in the linguistic performance, i.e.: reading and listening comprehension and oral and written production at a competent user level.
- e) To recognize the assignation of different lexical meanings according to the historic and social contexts.
- f) To integrate into Argentinian society in order to learn about its culture and its most important leading authorities.

## COURSE BIBLIOGRAPHY

We will work with authentic texts, audio-visual material from different areas and booklets which are specially prepared by the Spanish as a Foreign Language teaching staff.

### Grammar Books

Students are allowed to choose among one of the following Grammar books:

Alarcos Llorach, Emilio, *Gramática de la lengua española*, Madrid, Colección Nebrija y Bello, Espasa, 1994.

Gómez Torrego, L., *Gramática Didáctica del Español*. España, Ediciones S.M., 2007.

Lieberman, Dorotea Inés, *Temas de Gramática del Español como Lengua Extranjera*, Buenos Aires, EUDEBA, 2008.

Matte Bon, Francisco, *Gramática Comunicativa del Español –TOMOS I Y II- de la Lengua a la Idea*, Madrid, Difusión S.L., 1992.

### **Dictionaries**

Larousse Staff: García-Pelayo, Ramón & Gross, *Diccionario Larousse del español moderno*, 1983 . ISBN-978-0-451-16809-2

Nicholas Rollin & Carol Styles Carvajal & Jane Horwood, *Pocket Oxford Spanish Dictionary* Oxford University Press, 2005. ISBN-13: 978-0198610724

## **CONTENTS & COURSE CALENDAR**

This calendar could be subject to changes. The teacher will announce in class any change if necessary. The students will use the grammar books and dictionaries mentioned above on a daily basis.

**WEEK 1: GRAMMAR CONTENTS: SYNTACTIC CATEGORIES, VERB CATEGORIES, PERFECT SIMPLE PRETERIT -INDICATIVE MOOD.**

**COMMUNICATIVE CONTENTS: TO TELL ABOUT HISTORICAL FACTS/EVENTS, BIOGRAPHIES OF OUTSTANDING PEOPLE.**

**CULTURAL CONTENTS: BIOGRAPHY OF EVA PERON. IMPORTANT HISTORICAL FACTS OF THE ARGENTINE HISTORY.**

### **READINGS**

**For the student:** Texts and practice of Unit 1 of the Language booklet.

**WEEK 2: GRAMMAR CONTENTS: INDICATIVE MOOD: IMPERFECT PRETERIT. CONTRAST WITH THE PERFECT SIMPLE PRETERIT (SIMPLE PAST)**

**COMMUNICATIVE CONTENTS: TO ORGANIZE WRITTEN AND ORAL INFORMATION IN A LOGICAL WAY. TO NARRATE PAST EVENTS USING ALL THE PAST TENSES OF THE INDICATIVE MOOD. TO DESCRIBE OBJECTS, PLACES AND PEOPLE IN PAST AND PRESENT TENSES.**

**CULTURAL CONTENTS: CHILDREN'S TALES, TALES OF THE JUNGLE BY HORACIO QUIROGA**

### **READINGS**

**For the student:** Texts and practice of Unit 2 of the Language booklet.

**WEEK 3: GRAMMAR CONTENTS: OTHER PRETERITS OF THE INDICATIVE MOOD: PRESENT PERFECT & PAST PERFECT.**

**COMMUNICATIVE CONTENTS: TO EXPRESS FACTS, EVENTS, ETC, THAT HAPPENED IN A RECENT PAST THAT INFLUENCE IN THE PRESENT. .EXPRESS FACTS, EVENTS, ETC., THAT HAPPENED BEFORE ANOTHER PAST EVENT.**

**CULTURAL CONTENTS: THE VALUE OF SPANISH IN THE WORLD.**

### **READINGS**

**For the student:** Texts and practice of Unit 3 of the Language booklet.

**WEEK 4: GRAMMAR CONTENTS: SER/ESTAR**

**COMMUNICATIVE CONTENTS: TO EXPRESS TEMPORARY AND CONSTANT QUALITIES OF PEOPLE, PLACES, OBJECTS. EXPRESS LOCATION. IDENTITY, PROFESSION, CONDITION, ETC.**

**CULTURAL CONTENTS: ¿WHAT ARE THE ARGENTINE LIKE?**

**READINGS**

**For the student:** Texts and practice of Unit 4 of the Language booklet

**WEEK 5: GRAMMAR CONTENTS: IMPERATIVE MOOD, AFFIRMATIVE AND NEGATIVE.**

**COMMUNICATIVE CONTENTS: TO EXPRESS ORDERS, REQUESTS, INVITATIONS, INSTRUCTIONS, RECOMMENDATIONS, ADVICE, ETC.**

**CULTURAL CONTENTS: MILITARY DICTATORSHIP 1976**

**READINGS**

**For the student:** Texts and practice of Unit 5 of the Language and Vocabulary Topics Booklets.

**WEEK 6: GRAMMAR CONTENTS: TYPES OF SENTENCES, PRESENT SUBJUNCTIVE. NOUN SUBORDINATE CLAUSES.**

**COMMUNICATIVE CONTENTS: TO EXPRESS WISHES, FEELINGS, DOUBT, OPINION, REQUESTS, RECOMMENDATIONS, ETC.**

**CULTURAL CONTENTS: GENRE ISSUES.**

**READINGS**

**For the student:** Texts and practice of Unit 6 of the Language booklet.

**WEEK 7: THE STUDENTS WILL HAVE THIS WEEK OF SELF-PRACTICE AND STUDY IN WHICH THEY WILL BE ABLE TO CATCH UP WITH ALL THE READINGS AND PRACTICES OF THIS SUBJECT. THEY WILL HAVE TUTORING CLASSES DURING THE WHOLE WEEK FOR CONSULTATIONS AND PRACTICES.**

**WEEK 8: GRAMMAR CONTENTS: SUBORDINATE RELATIVE CLAUSES.**

**COMMUNICATIVE CONTENTS: TO UNDERSTAND AND PRODUCE COMPLEX TEXTS BY SUBORDINATION AND COORDINATION. TO INTERACT FLUENTLY IN DIFFERENT SOCIAL CONTEXTS, FORMAL AND INFORMAL.**

**CULTURAL CONTENTS: SUBJECT CHOSEN BY STUDENTS**

**READINGS**

**For the student:** Texts and practice of Unit 7 of the Language booklet.

**WEEK 9: GRAMMAR CONTENTS: SUBORDINATE ADVERBIAL CLAUSES.**

**COMMUNICATIVE CONTENTS: TO FORMULATE ACTIONS IN THE FUTURE ACTIONS, TO EXPRESS PROBABLE AND IMPROBABLE HYPOTHESIS. TO TELL PERSONAL OBJECTIVES.**

**CULTURAL CONTENTS: BUENOS AIRES HOSTELS. HOW DO YOU RENT AN APPARTMENT IN BUENOS AIRES? TO GET A JOB IN B.A.**

**INSTRUCTIONS FOR FIRST ORAL EXAM**

**READINGS**

**For the student:** Texts and practice of Unit 8 of the Language booklet

**WEEK 10: GRAMMAR CONTENTS: IMPERFECT PAST- SUBJUNCTIVE MOOD**

**COMMUNICATIVE CONTENTS: TO EXPRESS HYPOTHETICAL SITUATIONS ABOUT EVENTS THAT MIGHT HAPPEN.**

**TO EXPRESS WISHES, FEELINGS, ORDERS, ADVICE, PROHIBITION IN THE PAST.**

**CULTURAL CONTENTS: SUBJECT CHOSEN BY STUDENTS**

**READINGS**

**For the student:** Texts and practice of Unit 9 of the Language booklet

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**WEEK 11: GRAMMAR CONTENTS:**

**COMMUNICATIVE CONTENTS: TO LAMENT FOR FACTS/SITUATIONS THAT DID NOT HAPPENED IN THE PAST. TO REPROACH SOMEBODY SOMETHING THAT HE/SHE DID NOT GET TO DO. TO COMPLAIN ABOUT SITUATIONS IN THE PAST THAT CANNOT BE MODIFIED.**

**CULTURAL CONTENTS: NATIVE PEOPLES PROBLEMS.**

**FIRST ORAL EXAM.**

**READINGS**

**For the student:** Texts and practice of Unit 10 of the Language booklet

**WEEK 12: GRAMMAR CONTENTS: INDIRECT SPEECH. PRESENT PERFECT SUBJUNCTIVE.**

**COMMUNICATIVE CONTENTS: TO REPRODUCE THE CONTENT OF A MESSAGE, SITUATION OR EVENT IN OUR OWN WORDS.**

**CULTURAL CONTENTS: MAFALDA´S WORLD**

**READINGS**

**For the student:** Texts and practice of Unit 11 of the Language booklet



**WEEK 13: GRAMMAR CONTENTS: PASSIVE VOICE. USE OF "SE". IMPERSONAL SENTENCES. VERBS OF CHANGE.**

**COMMUNICATIVE CONTENTS: TO INFORM ABOUT AN EVENT IN AN IMPERSONAL WAY. TO READ NEWS FROM NEWSPAPERS AND SHARE IT IN CLASS. TO TALK ABOUT THE WEATHER**

**CULTURAL CONTENTS: TOPICS CHOSEN BY THE STUDENTS.**

**GENERAL REVIEW, DOUBT CLEARING SESSION. INSTRUCTIONS FOR THE LAST ORAL EXAM.**

#### **READINGS**

**For the student:** Texts and practice of Units 12 and 13 of the Language booklet.

**WEEK 14: WRITTEN PILOT EXAM**

**WEEK 15: LAST ORAL EXAM**

**WEEK 16 : WRITTEN FINAL EXAM**

## Evaluation & Grading Policy

### A) Evaluation Criteria and requirements:

Students must read all the required readings and complete the established assignments for each class. The subject **final grade** will consist of a weighted average of an **attitude grade (17%)**, which will include the student's class participation throughout the course term and submission in due course and form of all the assignments given by the teacher, **the grade of the two oral exams (33%)** and the **final written exam grade (50%)**.

### B) Attendance Policy:

It will be required an 75% class attendance, the student who does not meet that percentage will automatically receive an "F". In this class, 0.5 points will be deducted from your Attendance grade for every unexcused absence or if the student does not hand in the compulsory written assignment in due time and proper course or any other task given by the teacher.

**Missed Exams:** "Make-up" exams are a privilege, one to be extended only to students who have missed an exam with prior arrangement (one week notice) with the instructor or due to extenuating circumstances.

**Participation:** We attach great importance to participation as a learning experience. A student's grade will suffer changes because of actions which might disrupt the group experience. For this reason **all cell phones must be turned off before the class begins**. If you have a unique circumstance for which you must leave the phone on, consent from the instructor is required beforehand. Students will have a significant point total deducted from their class grade if they do not adhere to this regulation.

### C) Grading Scale

| Description                | Percentage                  |
|----------------------------|-----------------------------|
| 10 (A) Excellent           | 100-95                      |
| 9 (A-) Very Good           | 94-89                       |
| 8 (B) Good                 | 88-83                       |
| 7 (B-) Above Average       | 82-77                       |
| 6 (C) Average              | 76-71                       |
| 5 (C) Below Average        | 70-65                       |
| 4 (D) Lowest Passing Grade | 64-60                       |
| 3 (F) Failure              | 59-0                        |
| 2 (W) Officially withdrawn | Academic Advisor's approval |
| 1 (I) Incomplete           | Academic Advisor's approval |

**Plagiarism:** An important objective of this course is to get students to learn how to manage themselves at an advanced level of Spanish. Students are expected to write their own assignments. Plagiarism not only undermines this learning process but also represents a serious breach of College policy and of academic honesty.

Outside sources should always be referenced in the essay's bibliography. Plagiarized work will receive an automatic F. If you have any doubts on what constitutes plagiarism, do not hesitate to ask the Instructor.