



*Syllabus 2016*

## **SPANISH GRAMMAR – LEVEL 2**

Lic. Mónica Nardelli & Prof. Sara Esther González Fernández

[CEL – UNSAM]

Course Days: Monday to Friday, morning and afternoon.

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 program deals with intermediate levels B1 and C1 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 C1 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 structural discipline. The priority will be to strengthen 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 and at an advanced level of competent user, equivalent to a C1 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 normative 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 – Teoría y Ejercicios*, 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, ASPECT CONTRAST BETWEEN PAST SIMPLE AND PAST CONTINUOUS OF THE INDICATIVE MOOD.**

**COMMUNICATIVE CONTENTS: TO TELL ABOUT HISTORICAL FACTS/EVENTS, BIOGRAPHIES OF NOTABLE PEOPLE, URBAN TRANSFORMATIONS OVER TIME.**

**CULTURAL CONTENTS: CITY AND TRANSPORTATION. LATINAMERICAN NOTABLE PEOPLE.**

### **READINGS**

**For the student:** Texts and practice of Unit 1 of the Language and Vocabulary Topics Booklets.



**WEEK 2: GRAMMAR CONTENTS: PAST TENSES OF THE INDICATIVE MOOD: SIMPLE AND COMPLEX CONSTRUCTIONS. USES AND FORMS. COPULATIVE VERBS: 'SER', 'ESTAR', 'HABER' (TO BE, TO HAVE) AND OTHERS. DIFFERENT USES OF COPULATIVE VERBS.**

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

**CULTURAL CONTENTS: REGIONS OF ARGENTINA. MAIN TOURIST ATTRACTIONS.**

### **READINGS**

**For the student:** Texts and practice of Unit 2 of the Language and Vocabulary Topics Booklets.

**WEEK 3: GRAMMAR CONTENTS: MOOD CONTRAST: INDICATIVE/IMPERATIVE/SUBJUNCTIVE. PREPOSITIONS AND PREPOSITIONAL SYSTEM OF THE VERB.**

**COMMUNICATIVE CONTENTS: TO EXPRESS WELL STRUCTURED AND DETAILED CONCEPTS AND IDEAS ABOUT COMPLEX TOPICS IN THE PROPER TENSE AND MOOD, SHOWING A CONTROLLED USE OF COHESION STRUCTURES AND ELEMENTS.**

**CULTURAL CONTENTS: ARGENTINE EDUCATION IN COMPARISON WITH EDUCATION IN THE STUDENTS' RESPECTIVE COUNTRIES.**

### **READINGS**

**For the student:** Texts and practice of Unit 3 of the Language and Vocabulary Topics Booklets.



**WEEK 4: GRAMMAR CONTENTS: IMPERATIVE MOOD, FORMS AND USES. SUBJUNCTIVE MOOD: PRESENT, REGULAR AND IRREGULAR VERBS.**

**COMMUNICATIVE CONTENTS: TO EXPRESS REQUESTS, RECOMMENDATIONS, ADVICE, AND INSTRUCTIONS. TO GIVE ORDERS.**

**CULTURAL CONTENTS: HOW TO GET ALONG IN A FOREIGN COUNTRY AS A STUDENT AND AS A TOURIST?**

**FOOD AND HEALTH**

### **READINGS**

**For the student:** Texts and practice of Unit 4 of the Language and Vocabulary Topics Booklets.

**WEEK 5: GRAMMAR CONTENTS: CONJUNCTIONS, CONJUNCTIVE PHRASES AND OTHER CONNECTORS. NOMINAL SUBORDINATE CLAUSES. PRESENT TENSE OF THE SUBJUNCTIVE MOOD WITH VERBS OF WISH, DOUBT, ORDER, POSSIBILITY AND PURPOSE. SUBJUNCTIVE/INDICATIVE MOOD ALTERNATION WITH OPINION AND EXPRESSION VERBS. IMPERSONAL CONSTRUCTIONS: INDICATIVE AND SUBJUNCTIVE MOOD USES.**

**COMMUNICATIVE CONTENTS: TO EXPRESS WISH, TASTE, PREFERENCE, REQUEST, DOUBT, POSSIBILITY, PURPOSE. TO GIVE AN OPINION AND TO EXPLAIN YOURS AND OTHER PEOPLE'S CAUSES AND PURPOSES USING COMPLEX SENTENCE STRUCTURES.**

**CULTURAL CONTENTS: SCIENCE AND ENVIRONMENT**



## READINGS

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

**WEEK 6: GRAMMAR CONTENTS: PRESENT PERFECT OF THE SUBJUNCTIVE MOOD, FORMS AND USES. RELATIVE PRONOUNS, ADJECTIVAL SUBORDINATE PHRASES.**

**COMMUNICATIVE CONTENTS: TO UNDERSTAND AND TO PRODUCE COMPLEX SENTENCES USING SUBORDINATION.**

**CULTURAL CONTENTS: SOCIOECONOMIC ISSUES IN ARGENTINA.**

## READINGS

**For the student:** Texts and practice of Unit 6 of the Language and Vocabulary Topics Booklets.

**WEEK 7: GRAMMAR CONTENTS: TIME ADVERBIAL SUBORDINATE SENTENCES. USE OF MANDATORY SUBJUNCTIVE TO EXPRESS FUTURE TIME. SUBORDINATE CONCESSION CLAUSES, SUBJUNCTIVE/INDICATIVE MOOD ALTERNATION, CHANGE OF MEANING WITH ALTERNATION.**

**COMMUNICATIVE CONTENTS: TO DEFEND YOUR OPINIONS IN CONTRAST WITH OTHER PEOPLE'S OPINIONS IN A DEBATE. TO TALK ABOUT OWN AND OTHER PEOPLE'S FUTURE PLANS.**

**CULTURAL CONTENTS: FAMILY AND SOCIETY**

## READINGS

**For the student:** Texts and practice of Unit 7 of the Language and Vocabulary Topics Booklets.



**WEEK 8: GRAMMAR CONTENTS: PAST CONTINUOUS OF SUBJUNCTIVE MOOD: FORMS AND USES. CONDITIONAL SIMPLE: FORMS AND USES. CONDITIONAL SENTENCES TYPE 1 AND 2.**

**COMMUNICATIVE CONTENTS: TO FORMULATE CONDITIONS FOR FUTURE ACTIONS. TO FORMULATE AND TO DISMISS PLAUSIBLE AND IMPLAUSIBLE HYPOTHESIS.**

**CULTURAL CONTENTS: ECONOMIC LIFE**

#### **READINGS**

**For the student:** Texts and practice of Unit 8 of the Language and Vocabulary Topics Booklets.

**WEEK 9: GRAMMAR CONTENTS: PAST PERFECT OF THE SUBJUNCTIVE MOOD: FORMS AND USES. CONDITIONAL PERFECT: FORMS AND USES. CONDITIONAL SENTENCES TYPE 3.**

**COMMUNICATIVE CONTENTS: TO EXPRESS HYPOTHETICAL SITUATIONS ABOUT EVENTS THAT MIGHT HAVE HAPPENED IN THE PAST. TO REGRET ABOUT EVENTS THAT WERE NOT FULFILLED IN THE PAST. TO COMPLAINT ABOUT EVENTS THAT DID NOT TAKE PLACE, TO BLAME SOMEBODY FOR SOMETHING THAT WAS NOT CARRIED OUT.**

**CULTURAL CONTENTS: DIRTY WAR IN ARGENTINA. THE DISSAPEARED.**

#### **READINGS**

**For the student:** Texts and practice of Unit 9 of the Language and Vocabulary Topics Booklets.



**WEEK 10: GRAMMAR CONTENTS: NON-FINITE FORMS OF THE VERB (INFINITIVE-GERUND-PAST PARTICIPLE). NON-FINITE CLAUSES**

**COMMUNICATIVE CONTENTS: TO USE SPANISH IN A FLEXIBLE AND EFFICIENT MANNER WITH SOCIAL, ACADEMIC AND PROFESSIONAL OBJECTIVES.**

**CULTURAL CONTENTS: NATIVE PEOPLE ISSUES.**

**READINGS**

**For the student:** Texts and practice of Unit 10 of the Language and Vocabulary Topics Booklets.

**WEEK 11: GRAMMAR CONTENTS: USE OF 'SE' (REFLEXIVE PRONOUN) REVIEW OF SUBJUNCTIVE MOOD IN NOMINALSUBORDINATE SENTENCES. ALTERNATION BETWEEN SUBJUNCTIVE/INDICATIVE MOODS.**

**COMMUNICATIVE CONTENTS: TO DEFENT YOUR POSITION, TO ARGUE, TO REJECT, TO QUOTE OTHERS AND TO USE DIFFERENT DISCOURSE STRATEGIES.**

**CULTURAL CONTENTS: NEW TECHNOLOGIES IN SOCIAL LIFE.**

**READINGS**

**For the student:** Texts and practice of Unit 11 of the Language and Vocabulary Topics Booklets.





**WEEK 12: GRAMMAR CONTENTS: STATIVE AND DYNAMIC VERBS. REVIEW OF ADJECTIVAL AND ADVERBIAL SUBORDINATE CLAUSES WITH INDICATIVE/SUBJUNCTIVE MOOD ALTERNATION.**

**COMMUNICATIVE CONTENTS: TO COMPREHEND AND TO PRODUCE COMPLEX TEXTS USING SUBORDINATE AND COORDINATE STRUCTURES. TO INTERACT FLUENTLY IN DIFFERENT FORMAL AND INFORMAL SOCIAL CONTEXTS.**

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

#### **READINGS**

**For the student:** Texts and practice of Unit 12 of the Language and Vocabulary Topics Booklets.

**WEEK 13: GENERAL REVIEW. DOUBT CLEARING SESSION**

## **Evaluation & Grading Policy**

### **A) Evaluation Criteria and requirements:**

Students must read all the required texts and complete the established assignments for each class. The subject **final grade** will consist of a weighted average of an **attitude grade (20%)**, which will include the student's class participation throughout the course term and submission in due time and proper course of all the assignments given by the teacher, **the final written exam grade (40%)** and **the oral exam grade (40%)**.



## B) Attendance Policy:

It will be required an 80% 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
F Failure	59-0
W Officially withdrawn	Academic Advisor’s approval
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.