

SYLLABUS INTERMEDIATE SPANISH

I. Introduction

The program of the Regional Andean Studies Center, “Bartolomé de Las Casas” (CBC), was born with the purpose of creating a space for investigation and learning. It promotes an academic proposal that reflects its institutional work on themes of regional development and Andean culture, and also takes responsibility to educate new generations of intellectuals and social actors.

In this context, the CBC must focus on the conservation and enrichment of one of the fundamental cultural elements: the Spanish and Quechua languages. In 1996 they implemented the program of various level language courses geared toward local and foreign students alike. In 2006, the CBC and ProPeru formed an agreement to offer these Spanish courses for credit to university students from the United States.

These Spanish courses are specifically designed to acquire both written and oral communication skills. They are divided by levels (basic, intermediate, and advanced) to permit a gradual advance in both teaching and learning.

The Intermediate Level strengthens the concepts learned at the basic level and introduces students to more complex structures of the Spanish language. They will develop more sound skills in the interpretation and production of oral and written Spanish.

In addition to integrating students through skills in communication, these Spanish courses aim to teach a cultural knowledge of Peru through the study of different lifestyles, traditions and customs in both rural and urban settings. In this manner the Spanish language converts into an invaluable tool, not only for communication but also for the comprehension of Peruvian culture.

II. Objectives

To develop linguistic and communicative skills in comprehension, expression, oral and written command, reading and Spanish grammar.

- To master the present tense in all forms and the indicative past tense

- To learn the correct use of the future tense in the indicative, conditional and imperative modes

- To understand the subjunctive mode and know how to differentiate it from the indicative mode in all tenses

- To communicate correctly in all Spanish modes

- To produce more advanced written compositions

- To practice comprehension and analysis of more advanced texts

- To know, understand and use idiomatic phrases

III. Method

Our method of teaching is based around the active participation of the student. We help reinforce this acquired competency through practice and exercises. These specific practices will teach students to form their own sentences, express ideas, read and understand subconsciously.

Lesson Classes

- Two hours of grammar

- Two hours of vocabulary, readings, comprehension and conversation

- Use of texts

Practical Classes

- Film viewings for themes of comprehension, analysis and debate

- Field trips to markets, historic sites and city tours

- Classes involving traditional cooking

- Acting games and exercises

- Songs to perfect pronunciation and vocabulary

Evaluation

- Class participation

- Homework

- Three written examinations

- Development, composition and speech of essays

IV. Class Structure

- Review of previous classes

- Presentation of current class themes

- Practice through written and oral exercises

- Learn and practice specific grammatical uses

- Connect current material to previous

- Strategic evaluation

- Reinforce learned material through homework

V. Class Rules

- Mandatory class assistance

- Punctuality

- Responsibility

VI. Thematic Structure

- Preterit vs. imperfect

- Present vs. preterit perfect

Preterit perfect vs. preterit
Pluperfect
Past progressive
Future
Conditional
Future perfect
Conditional perfect
Future vs. conditional
Personal pronouns
Prepositions – special uses
Imperative
Passive voice
Introduction to Subjunctive
Adverb and adjective clauses
Present subjunctive
Present perfect subjunctive
Imperfect subjunctive
Relative and conditional clauses
Coordination of tenses in subordinate sentences
Comparatives and superlatives
Compositions

VII. Bibliography

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