



**MARIANOPOLIS**  
COLLEGE

## PLAN D'ÉTUDES

Year: 2002  
Term: Winter  
COURSE #: 607-401-87  
SPA-LDD  
Or SPA-LBK  
PONDERATION: 3-0-3  
TEACHER: Maria Babinski  
Room: 336  
Local: 284  
Office Hours: M: 9:30-11:00  
T: 11:05-12:35  
F: 11:05-12:35  
or by appointment

### **COURSE TITLE:** SPANISH IV

### **REQUIRED TEXTS:**

**De boca en boca 2**, Matilde Asencio y Louise Duguay; Les Éditions Beauchemin, Montréal.

**Workbook In Everyday Spanish Book 2**, Julio I. Andújar, Robert Dixon, Prentice Hall, Upper Saddle River, NJ.

**Recommended Texts** A full-size bilingual Spanish dictionary, such as **Collins Spanish Dictionary** or **Larousse. Dictionnaire moderne français-espagnol, espagnol français.**

A Spanish Grammar, such as **Gramática de español lengua extranjera**, A. González Hermoso, J.R. Cuenot, M. Sánchez Alfaro, Edelsa, Madrid.

### **INTERNET EXERCISES**

<http://www2.marianopolis.edu/spanish>

### **OBJECTIVES**

**The aim of this course is to further develop language proficiency at the intermediate level.**

- A. Through periodic evaluation, the student will demonstrate the ability to:
- 1) ask and answer questions in social and professional situations;
  - 2) describe (present, past, future);
  - 3) narrate (present, past and future);
  - 4) express feelings and moods;
  - 5) express and support opinions;
  - 6) make suggestions and react to suggestions;
  - 7) hypothesize;
  - 8) read and interpret short texts;
  - 9) show knowledge of the Spanish-speaking world in a socio-cultural and professional context.
- B. Through compositions, the student will demonstrate the ability to apply acquired skills creatively and in writing.

- By writing a book report, the student will show understanding of a literary text and the ability to write comments in Spanish on that text.
- C. Through the use of the Internet, the student will follow some aspect of current events or lifestyles from the point of view of a sector of the Spanish-speaking world.
- D. Through an oral presentation on a freely chosen topic requiring an intermediate level of competency in the language, the student will demonstrate the ability to use Spanish for creative expression.

## **CONTENT**

### A. COMMUNICATIVE

Offers: making and refusing an offer.

Commands: asking someone to do something; giving orders; explaining a command one has received; giving instructions; forbidding something; consoling; giving advice; explaining advice given by others; recognizing instructions given by others; persuading; insisting on a command.

Wishes: expressing wishes; explaining the wishes of another person.

Duration of activities: getting information about the duration of an activity; expressing the duration of an activity in the past.

Continuity of an activity: expressing the continuity of an activity; expressing the development of an action or the absence of an action up to the present; speaking of habitual actions.

The past: indicating the date of an event in the past; mentioning facts in the past; explaining the cause of events in the past; saying if something has been done and indicating when it was done; describing the past and narrating events; retelling someone's life; situating an action relating it to another; narrating an experience; relating actions preceding other actions in the past; connecting past actions with anterior ones; relating what another person said.

Information: giving information and accepting to have something done; giving news; relating what others say or said. Informing about what one will say; explaining offers, information, advice, opinions and wishes of others.

Necessity and obligation: expressing the necessity or lack of necessity of doing something; expressing the obligation to do something; requirements.

Comparing: comparing activities; expressing a quality of great intensity and a quality at the highest degree.

Purpose: expressing the purpose of an action.

Self-expression: expressing amazement, surprise, dissatisfaction; reacting in social situations; giving an opinion.

Probability: expressing possibility and probability; expressing suppositions; expressing a hypothesis related to an unreal event in the past; expressing a possible hypothesis; expressing an unlikely possibility; expressing a hypothesis that is impossible to realize.

### B. GRAMMAR

**Verb tenses**: forma progresiva de indicativo; presente, pretérito perfecto y pretérito imperfecto de subjuntivo; condicional simple y condicional perfecto. Repaso de los tiempos del indicativo.

**Contrast**: pretérito imperfecto / pretérito indefinido / pretérito perfecto/pretérito pluscuamperfecto de indicativo.

**Verb structures**: querer + subj.; llevar + gerundio; seguir + gerundio, seguir + sin + infinit.; es preciso que..., no hace falta que... + subj.; enterarse de que..., darse cuenta de que..., saber que.. + indic. ; creer que... + indic.; no creer que... + subj.; cuando + subj.; espero que... + subj.; ojalá + presente de subj.; para que... + subj.; soler + infin.; me gustaría que ... + imperfecto de subj.

**The correlation of tenses in indirect discourse. and with the subjunctive.**

**The Use of the Reflexive Form to Express an Undetermined Subject.**

**Comparisons and Superlatives**

**Por / Para**

## C. TOPICS

Topics for reading and discussion will be picked in class.

### **METHODOLOGY**

- Emphasis on the use of authentic materials, including articles on current affairs and selections from the writings of prominent authors
- Attention to skills development
- Emphasis on personalized and creative use of language
- Oral work in pairs or in groups
- Audio-visual aids
- In-class grammar and vocabulary drills
- Reading
- Internet

### **EVALUATION**

3 progress tests (February 21; March 25; May 2)	45%
2 compositions (February 11; March 14)	10%
1 book report (April 11 or anytime before)	10%
Assignments and quizzes	10%
Scrapbook (5 articles)	5%
Oral Presentation (Anytime after Feb.1 but before April 19)	10%
Participation	10%

### **GENERAL POLICY**

**Please note: because the objective of this course is the acquisition of language skills, which can only be acquired through regular practice, and because the classroom is the primary location for developing these skills through practice, course attendance is obligatory.**

“Class participation is assessed with respect to attendance, punctuality, contribution to discussions, and general conduct and deportment during class activities. Disruptive behaviour, absenteeism and lack of punctuality will be deemed negative participation.”

(The above quotation is taken from the Marianopolis Evaluation Policy.)

Any absence after the first two will result in the loss of one point. Two lates will be equivalent to one absence. Moreover, leaving class during or before the end of the class period will also be penalized. Appointments with doctors, dentists, professors, etc. should not be made as to infringe on class time. Students who miss a class are expected to inform themselves about the material covered and the work assigned during their absence.

Disruptive behaviour will be penalized according to the nature of the offence and the judgment of the professor.

There will be no “make-up” tests. A student who misses a quiz or exam for valid reason may request special consideration. Medical and dental appointments are NOT considered valid reasons.

**Please note that it is important to keep this outline for future reference.**