

Student Progress Card • Spanish 3

Name _____

How your progress card works: The checklists that follow are designed to help you track your development in interpersonal, interpretive, and presentational communication in Spanish. As you learn to do each item, you may rate yourself (1 to 5, 5 being best) in the rightmost column.

Your instructor, your Center for Teaching and Learning (CTL) language conversation partner, and/or your native conversation partner may concur with your assessment by placing his/her initials in the “Initials” column. Remember you can sign up to meet CTL conversation partners at <http://tutoring.stanford.edu>, and you should also plan on visiting your instructor’s office hours regularly for conversation during the quarter.

Chapter numbers where each item may be found in your textbook are indicated in parentheses. Another excellent source of practice materials is the online version of this progress card at the Spanish Language Program website: <http://spanlang.stanford.edu>.

Note that you are expected to be able to carry out all communicative tasks of the previous quarters and will be called upon to improve upon them this quarter.

Interpersonal Communication

I know a phrase or phrases I can use to...	Initials	1-5
address people appropriately according to their age and how well I know them (Unidad preliminar)		
make polite comments to people (e.g., "Dinner was delicious," or "Thank you for inviting me.") (18B)		
initiate conversations with strangers and acquaintances		
appropriately introduce new topics in a conversation		
interact with strangers and acquaintances on the telephone		
express emotions such as sympathy, admiration, anger or surprise (12A, 15B, 17B, 18B)		
ask for favors		
offer assistance (7B)		
complain		
suggest or give advice (10A)		
express opinions (16A, 17A)		
express future plans (15A, 17A)		
share doubts (16A)		
clarify and restate information		
search for an apartment:		
describe the type of apartment I'd like		
describe the type of roommate I'd like		
inquire about the rent and terms of payment		
make travel arrangements (11A, 13A):		
purchase airline tickets		
inquire about fares		
inquire about possible destinations		
ask for a round-trip or a one-way ticket		

Interpretive Communication

I can...	Initials	1-5
understand interactions involving:		
service transactions (e.g., purchasing airline tickets, searching for an apartment)		
requests for favors		
expressions emotions such as sympathy, admiration, anger or surprise		
complaints		
opinions		
advice or suggestions		
doubt		
summarize key points and main ideas in 10-30 minute oral presentations on an unfamiliar topic		
take notes on 10-20 minute oral presentations		
using some transition words, list topics and some details in TV news clips		
understand 3-page readings about the Spanish-speaking world and contemporary issues		
read internet and newspaper articles on subjects of interest to me		
compare the treatment of current events in the Spanish-speaking and English-speaking worlds		

Presentational Communication

I can...	Initials	1-5
present a rehearsed oral report, 15-20 minutes long, on an academic topic reflecting my knowledge of the Spanish-speaking world, especially with respect to topics in my field of study or current events		
ask and answer questions about oral presentations		
use more formal language characteristic of academic presentations		
present information based on my research		
write a 2-3 page paper on an academic topic reflecting my knowledge of the Spanish-speaking world, especially with respect to topics in my field of study or current events		
quote others in my reports		
explain an argument in writing		
support an opinion		
prepare written assignments using texts intended for Spanish-speakers		
edit my work based on material covered in class		
edit my work for frequent errors		