

SYLLABUS

Course Data			
Code:	ESP4101	Course:	ADVANCED SPANISH
Area / Coordinating Program:	CENTER FOR LANGUAGE STUDIES		Modality: Presential
Credits:	Hours of Presential Sessions: 64		Autonomous Learning Hours:
Term: ALL	Start and end date of the period:		
Major: LANGUAGES			

Presential Hours				
Total: 64	Total: 64	Practical: 16	Laboratory: 0	Evaluation hours: 0

Course Coordinator			
Email	Email	Contact hours	Location
NCUMPA@USIL.EDU.PE	NCUMPA@USIL.EDU.PE	Monday to Friday from 2-3pm	CLS Edificio E - Campus Miguel Grau

Summary
The Elementary Spanish course, of theoretical and practical nature, is based on the communicative approach, aims to ensure the corresponding competences at level B2 and to familiarize the student with the format of the DELE exam according to the standards of the European Community Reference Framework (CEFR).

Competencies Detail	
Professional competence	Does not apply
Level of Professional Competence	Does not apply
General competencies USIL	Bilingual communication

Expected Results of the Course		
Overall result of the course	Number	Specific results of the course
He communicates with a certain skill, fluency and spontaneity in Spanish orally and in writing, for personal and professional performance.	1.1.	Distinguishes the main ideas from the secondary ones and recognizes the explicit relevant information in long simple texts in Spanish on topics of their academic and professional environment.
	1.2.	Understand, analyze and infer general and specific information of extensive and complex auditory texts in Spanish on various topics.
	1.3.	Compare, contrast different situations and discuss to achieve a consensus with fluency and precision on various topics.
	1.4.	He writes texts of medium and coherent extension of diverse formats paraphrasing and using grammatical structures of medium complexity on subjects of his academic and professional environment.

Schedule of Activities						
Ses	Week	(hrs)	Type	Content	Expected Achievement and Learning Activities	Didactic resources
N° 1: RECORDANDO ANÉCDOTAS Y PIDIENDO DESEOS						
Specific Result: 1.1.; 1.2.; 1.3.; 1.4						
1	1	2	PA	o Introduction to the course. o UNIT 1: WHAT THOSE TIMES! • Context: - As time goes! • Observe, learn and remember: - And you know what happened that day ...? - I arrived, arrived, arrived, arrived?	• Knows the teaching and evaluation system in this cycle. • Ask and give information about others. • Differentiate conditional uses in various written exercises and compare their answers with their peers. • Differentiate the uses and values of the present in texts and sentences. • Complete a dialogue with the appropriate	• Student's book • PPTs • Audio

					verb tense. • Correctly conjugates the verbs in the appropriate time.	
2	1	3	PA	<ul style="list-style-type: none"> • Practice - I was going to ... but ... - Bloopers - Tailor's drawer - Skies or jealousy? • Extra-contexts - What would you say? - Sleeping or sleeping? 	<ul style="list-style-type: none"> • Talk about habitual actions of his life in the past. • Create imaginary stories using the imperfect. • Correctly conjugates verbs in texts and sentences. • Compare and distinguish the use of pronominal verbs in various contexts. • Classify words according to their gender and number. • Differentiates the meaning of nouns according to the article that comes before it. • Complete a fragment from the information provided by the images. • Recognizes vocabulary related to the wedding. Talk about some experience or anecdote lived in a marriage. 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio
				SPANISH CINEMA	Watch a movie and discuss what he has observed with his classmates.	• Projection film
3	1	2	PA	o UNIT 2: OJALÁ HAD GOOD VIEWS! <ul style="list-style-type: none"> • Context: - Looking for a flat • Observe, learn and remember: - Hopefully! - As will be? 	<ul style="list-style-type: none"> • Uses adequate vocabulary to describe different types of homes in your country and ours. • Listen to an audio and answer comprehension questions. • Use the imperative to calm or encourage in different contexts. In pairs, he reads and completes the rules of grammatical use of the subjunctive. • Create a dialogue using the formulas learned. Write an example for each case of the subjunctive that has been presented in class 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio
4	1	2	PA	<ul style="list-style-type: none"> • Practice: - What a mess! - How many wishes! • In communication: - Hopefully - Is it possible? 	<ul style="list-style-type: none"> • Recognizes texts in formulas to express doubts and possibilities. • Expresses probabilities with different verbal forms. • Classify adjectives according to the structure they present. Create a small dialogue with different adjectival values 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio
5	1	2	PA	Spanish TANDEM	• Interact and talk directly with local students	• Notebook
	1	4	AA	Week 1	• Complete grammar and vocabulary exercises of the unit learned.	• Workbook
Basic and Complementary References of Mandatory Reading: [1]						
N° 2: EL INTERNET						
Specific Result: 1.1.; 1.2.; 1.3.; 1.4: 1.1.; 1.2.; 1.3.; 1.4						
6	2	2	PA	o UNIT 3: AND YOU, HOW DO YOU SEE IT? <ul style="list-style-type: none"> • Context: - Curious news - The TV of your life - On the wave 	<ul style="list-style-type: none"> • Read news and propose an appropriate title. • Expresses your opinion for or against the content of journalistic texts. <p>In groups, think about the advantages and disadvantages of the digital or traditional press or other topics.</p>	<ul style="list-style-type: none"> • Student's book • PPTs • Audio
7	2	3	PA	<ul style="list-style-type: none"> • Observe, learn and remember: - Better to be handsome than to be handsome, right? - Vocabulary specialists 	<ul style="list-style-type: none"> • Classify verbs according to the idea they express in indicative or subjunctive. • Deduce the temporal correlation of these verbs in contexts. 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio

				<ul style="list-style-type: none"> Practice: - A glance at the headlines - Digital interview <p>SER AND BEING specialists</p>	<ul style="list-style-type: none"> Complete sentences with indicative or subjunctive. Remember the uses of being and being in given contexts. Create short dialogues using adjectives with being and being, and explain their differences. Develop exercises with the prefixes of adjectives shown. Deduce the double meaning of the verbs to say and feel according to the context. Complete texts with the verbs say and feel in indicative or subjunctive. 	
				SPANISH CINEMA	Watch a movie and discuss what he has observed with his classmates.	• Projection film
8	2	2	PA	<ul style="list-style-type: none"> In communication: - Shopping through the network - To think a little <p>o UNIT 4: FOR A BETTER WORLD</p> <ul style="list-style-type: none"> Context: - + Natura Last News 	<ul style="list-style-type: none"> Complete sentences with the appropriate adverb. Make requests to your partner using friendly expressions. Discuss the pros and cons of buying online. Write a text about the advantages and disadvantages of making purchases online Identify and use vocabulary to talk about environmental problems. Read diverse texts and answer comprehension questions. Listen to an audio and discriminate relevant information. 	<ul style="list-style-type: none"> Student's book PPTs Audio
9	2	2	PA	<ul style="list-style-type: none"> Observe, learn and remember - This can not go on like this - And this why? - I'm going on a trip - Stories to not sleep Practice: - I save for ... - Why? My new house 	<ul style="list-style-type: none"> Identify the uses of impersonality and demonstrate its understanding in written exercises. Complete sentences of purpose with infinite or subjunctive. In pairs, complete texts with causal expressions. Differentiates the uses of the causal connectors in contexts. Complete modal sentences with indicative or subjunctive. Reflect on the different uses of the SE pronoun when reading a text. Complete texts with the verb in the appropriate form. 	<ul style="list-style-type: none"> Student's book PPTs Audio
10	2	2	PA	Spanish TANDEM	Interact and talk directly with local students.	• Notebook
	2	4	AA	Week 2	Complete grammar and vocabulary exercises of the unit learned	• Workbook
Basic and Complementary References of Mandatory Reading: [1]						
N° 3. CONDICIONALES						
Specific Result: 1.1.; 1.2.; 1.3.; 1.4						
11	3	2	PA	<p>o UNIT 5: WE WANT A PEOPLE</p> <ul style="list-style-type: none"> Context: - You can not live here. - You do not have a town? A break 	<ul style="list-style-type: none"> Write a letter of complaint following the parameters learned in class. Talk about the importance of spending less and saving more. <p>In pairs, they comment on the advantages and / or disadvantages of living in the countryside or the city.</p>	<ul style="list-style-type: none"> Student's book PPTs Audio
12	3	3	PA	<ul style="list-style-type: none"> Observe, learn and remember: - Oh, if I could <p>Although we argue, deep down we want</p>	<ul style="list-style-type: none"> Talk about the sports you practice and their risks. Listen to an audio and answer comprehension questions. 	<ul style="list-style-type: none"> Student's book PPTs Audio

					Remember the use of simple conditionals through various examples and understand the new use in a text.	
				SPANISH CINEMA	Watch a movie and discuss what he has observed with his classmates.	• Projection film
13	3	2	PA	<ul style="list-style-type: none"> Practice: - Do they know each other well? - Different conditions - The positive side of life 	<ul style="list-style-type: none"> Recognizes other more subjunctive conditional links. Express warning or threat according to the given situation. Complete sentences with indicative or subjunctive. In pairs, create conversations in which you use reduplicated expressions. They listen to an audio and complete the dialogue with the appropriate verb. <p>Write a text that gives advice on a specific topic.</p>	<ul style="list-style-type: none"> Student's book PPTs Audio
14	3	3	PA	<ul style="list-style-type: none"> In communication: - We share? - Advice for practical life Extra practice - Accustomed to the new life <p>A different vacation</p>	<ul style="list-style-type: none"> Listen to an audio to identify specific information and correct answers with your classmates. Discuss in groups to give advice for a good life. <p>Create group conversations about your vacation.</p>	<ul style="list-style-type: none"> Student's book PPTs Audio
15	3	2	PA	MIDTERM EXAMS		
16	3	4	PA	Visit to the Mantay Social Project	Interact and talk directly with local students.	• Notebook
Basic and Complementary References of Mandatory Reading: [1]						
N° 4: ORACIONES ACTIVAS Y PASIVAS						
Specific Result: 1.1.; 1.2.; 1.3.; 1.4						
17	4	2	PA	o UNIT 6: WHEN YOU HAVE FOUND A JOB <ul style="list-style-type: none"> Context: - I'm looking for a job - How do I do it? 	<ul style="list-style-type: none"> Talk about the reasons to change jobs or country. Recognize vocabulary to talk about work. In small groups, summarize the information of four people using the neutral article. Recognizes suffixes related to the labor field. Proposes new terms with given suffixes. <p>Contrast other forms to express impersonality.</p>	<ul style="list-style-type: none"> Student's book PPTs Audio
18	4	3	PA	<ul style="list-style-type: none"> Observe, learn and remember: - Good luck! - We put it in order? - When will they call me? Practice: - Flea market - When you come 	<ul style="list-style-type: none"> Listen to a recording to identify specific information. Read some examples and understand the uses of When in the present, past and future. Work in pairs and create more examples to share in the classroom. Respond to grammar questions and share them to verify if they are correct. Apply mechanisms to form new words. Listen to an audio and complete sentences with the appropriate verbal form. Use the perfect future in contexts with a temporal function. <p>Read a text to get specific information.</p>	<ul style="list-style-type: none"> Student's book PPTs Audio
				SPANISH CINEMA	• Watch a movie and discuss what he has observed with his classmates.	• Projection film
19	4	2	PA	o UNIT 7: NOT ONLY FOR WORK, MAN LIVES <ul style="list-style-type: none"> Contexts: - Leisure for all 	<ul style="list-style-type: none"> Talk about their leisure and leisure activities. In pairs, make a list of leisure activities that take place in your country. Use text markers that add different values 	<ul style="list-style-type: none"> Student's book PPTs Audio

				- The Rodríguez	to the information. In pairs, observe images and infer the preferences of the members of a family.	
20	4	2	PA	<ul style="list-style-type: none"> Observe, learn and remember: Everything has its consequences More things you have to know The activities have been / are organized Every word on your site Practice: The acts and their consequences What do we do today? 	<ul style="list-style-type: none"> In pairs, he elaborates consecutive sentences from the context given by the teacher. Differentiate the use of periphrases according to their meaning in contexts. Change passive sentences in active and vice versa and then check answers with your classmates. Reflect on the use of the two forms of the passive with being and being. Complete sentences with the correct word. Read a text and express your opinion about its content.	<ul style="list-style-type: none"> Student's book PPTs Audio
21	4	2	PA	Spanish TANDEM	Interact and talk directly with local students.	• Notebook
22	4	2	PA	Visit to the Inka Museum	<ul style="list-style-type: none"> Look at the place you visit and describe in writing what you liked most and share information with your classmates. 	• Notebook
	4	4	AA	Week 4	<ul style="list-style-type: none"> Complete grammar and vocabulary exercises of the unit learned. 	• Workbook

Basic and Complementary References of Mandatory Reading: [1]

N°5 : A CUIDAR LA SALUD

Specific Result: 1.1; 1.2.; 1.3.; 1.4

23	5	2	PA	o UNIT 8: BE CAREFUL <ul style="list-style-type: none"> Contexts: Enjoy relaxation What do you say! Observe, learn and remember Life takes many turns How are you all? 	<ul style="list-style-type: none"> Recognizes vocabulary to talk about health. Discuss activities that reduce stress. Listen to a recording to identify specific information. Identify verbs of change in a text. Express changes or transformations of characters and actors with the appropriate verb. Answer some questions using expressions to show insecurity or doubt. Express probabilities with different verb forms in different contexts. 	<ul style="list-style-type: none"> Student's book PPTs Audio
24	5	2	PA	<ul style="list-style-type: none"> Practice: Only assumptions To check the medicine cabinet What happened to us? o UNIT 9: TO ASK FOR A MOUTH <ul style="list-style-type: none"> Contexts: Variety of flavors Eat where else you feel like 	<ul style="list-style-type: none"> Watch a video about the advances in medicine and discuss it. Practice silent reading and answer comprehension questions. Work in teams and answer various questions supporting each of your ideas. Recognize terms to talk about gastronomy. In small groups, he talks about his culinary experience in Peru.	<ul style="list-style-type: none"> Student's book PPTs Audio
25	5	3	PA	<ul style="list-style-type: none"> Observe and learn: School canteen For you / for you? Expressions by a tube Practice: Everyone at the table Eat of taper In communication It's a piece of cake o UNIT 10: THE HOROSCOPE SAID THAT ... <ul style="list-style-type: none"> Contexts: What sign of the Zodiac are you? 	<ul style="list-style-type: none"> Transform two sentences into a sentence using the relative with preposition. Contrast two sentences and explain the semantic difference. Compare various sentences using by or for. Listen to an audio and complete a dialogue with the appropriate word. Use the prepositions learned in situations proposed by the teacher. In pairs, prepare a dialogue with colloquial expressions in context. Answer listening comprehension questions. Comment on the veracity of the information provided by the zodiac signs. 	<ul style="list-style-type: none"> Student's book PPTs Audio

26	5	3	PA	<ul style="list-style-type: none"> - Tell me when you were born and I'll tell you how you are - To kill time • Observe, learn and remember: <ul style="list-style-type: none"> - Do the words are gone with the wind - The pronouns ... A mess? They are not • Practice - I told him to tell him - Many ways of saying • In communication: - Superstitious me? No, but just in case 	<ul style="list-style-type: none"> • In groups, make a list of adjectives that describe the character and personality according to the zodiac sign. • Observe information about the use of indirect style and identify the moments of their uses in various examples. • Derive the grammar rules for the use of indirect style. • Participate in a game to give the correct form of the verbs in the indirect style. • Difference and reflect the uses of personal pronouns in different contexts. Talk about some beliefs or superstitions of your country or another culture that you know. 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio
27	5	3	PA	FINAL EXAM		

Methodology

An eclectic methodology is used that allows the student to develop skills and apply learning strategies prioritizing collaborative work, autonomous learning in different virtual platforms and oral and written production.

Evaluation System

Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam. The averages calculated components of the item 'Permanent Evaluation' will maintain their calculation with 2 decimals.

Item	%Weighing	Observation	Evaluation Week	Delayed
Midterm Exam	40%		3rd	No
Oral Final Exam	20%		5th	No
Written Final Exam	40%		5th	No

Applicable Articles of the Study Regulations

Specific rules of the Course

Applying article 27: In the courses of the English language and Other Languages (German, Chinese, Spanish for foreigners, French, Japanese, Italian, Portuguese) the student who accumulates 20% or more of absences over the total hours of the course, is Unable to take the final exam. The justification of absences is not accepted.

Basic and Complementary References of Mandatory Reading

Basic References:

[1] Cárdenas, F; Hierro, Antonio; Robles, Sara. 2015. METHOD 4. Spanish course (third edition). Spain: Grupo Anaya.

Complementary References of Compulsory Reading:

NOT SHOWN

Complementary References of non-obligatory reading.

None

Approved by:	Validated by
CUMPA ARRIBASPLATA, NARDA REBEKA	Curricular Management
Date	Date