

SYLLABUS

Course Data			
Code:	Course:	INTERMEDIATE 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:		

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

Course Teachers

Summary
The Pre-intermediate Spanish course, of theoretical and practical nature, based on the communicative approach, aims to ensure the initial competences corresponding to level A2 and familiarize the student with the DELE exam format according to the standards of the European Community Reference Framework (CEFR).

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

Expected Results of the Course		
General results of the course	Number	Specific results of the course
The student 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.	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: NOS CONOCEMOS						
Specific result: 1.1.; 1.2.; 1.3.; 1.4						
1	1	2	PA	<ul style="list-style-type: none"> o Introduction to the course. o UNIT 1: NEW SPANISH! • Context: <ul style="list-style-type: none"> - I'm an Erasmus - The Spanish in the world • Observe and learn: <ul style="list-style-type: none"> - The university answers 	<ul style="list-style-type: none"> • Knows the teaching and evaluation system in this cycle. • Read an email and orally answer comprehension questions. • Make a presentation of yourself. Read a text and orally answer comprehension 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio

					questions.	
2	1	3	PA	<ul style="list-style-type: none"> Observe and learn: <ul style="list-style-type: none"> More information Practice: <ul style="list-style-type: none"> The course begins In the pause Goodbye In communication <ul style="list-style-type: none"> Our tab Studying Spanish is in fashion 	<ul style="list-style-type: none"> Identify the time of the verb forms and other lexical elements that appear in the text. Complete a text with the right article and compare your answers with those of your classmates. Develops various listening comprehension activities to practice learned content.	<ul style="list-style-type: none"> Student's book PPTs Audio
3	1	2	PA	<ul style="list-style-type: none"> o UNIT 2: WE KNOW Context: <ul style="list-style-type: none"> We know each other Observe and Learn: <ul style="list-style-type: none"> Do you want to know my town? What are we going to disguise? Knowing the world 	<ul style="list-style-type: none"> Read a text and orally answer comprehension questions. As a group, describe how Peruvians / Spaniards are using the structure to be + adjective. Contrast the uses of the verbs ser, estar and haber. Describe a place in your country using the three verbs studied. 	<ul style="list-style-type: none"> Student's book PPTs Audio
4	1	2	PA	<ul style="list-style-type: none"> Practice: <ul style="list-style-type: none"> As we are? This are my friends In communication: <ul style="list-style-type: none"> The new friends What is this? Extra Practice <ul style="list-style-type: none"> Life in the big city Places of the world 	<ul style="list-style-type: none"> Difference in the use of demonstratives according to the context. Talk about Hispanic American places and cities you know. Recognizes terms related to physical description and family. Interview your partner using interrogative pronouns. Observe some images and describe them. Write an email considering the teacher's instructions.	<ul style="list-style-type: none"> Student's book PPTs Audio
5	1	2	PA	Spanish TANDEM	<ul style="list-style-type: none"> Interact and talk directly with local students to do an interview with specific data. 	<ul style="list-style-type: none"> Notebook
	1	4	AA	Week 1	<ul style="list-style-type: none"> Complete grammar and vocabulary exercises of the unit learned. 	<ul style="list-style-type: none"> Workbook
Basic and Complementary References of Mandatory Reading: [1]						
N° 2: DE RELAX						
Specific result: 1.1.; 1.2.; 1.3.; 1.4						
6	2	2	PA	<ul style="list-style-type: none"> o UNIT 3: WE ARE GOING TO PURCHASE Context: <ul style="list-style-type: none"> What do I wear? I have to work Observe and Learn: <ul style="list-style-type: none"> That I have to do? How much I like my house! 	<ul style="list-style-type: none"> Recognize terms to talk about garments. Check vocabulary related to the home. Recognizes verbal periphrasis in different contexts. Express likes and discomforts about aspects of daily life. Recognize the semantic difference between obligation verbs.	<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: <ul style="list-style-type: none"> Good purposes Practice: <ul style="list-style-type: none"> What a closet! Shopping for the house Finally it's Friday The walls hear / I need a change In communication: <ul style="list-style-type: none"> Really? Extra practice <ul style="list-style-type: none"> Working abroad Not everything is to work 	<ul style="list-style-type: none"> Differentiates OI pronouns and subjects in sentences with condition verbs. Identify and relate possessives to articles that refer to nouns. Talk about your plans for the weekend. Knows some expressions that are used to react to a fact. Watch a movie and discuss what you have observed with your classmates. 	<ul style="list-style-type: none"> Student's book PPTs Audio
				Spanish CINEMA		<ul style="list-style-type: none"> Film to be projected
8	2	2	PA	<ul style="list-style-type: none"> o UNIT 4: A LITTLE RELAX Context: 	<ul style="list-style-type: none"> Recognizes vocabulary to talk about health. Remember, through a game, the parts of 	<ul style="list-style-type: none"> Student's book PPTs

				<ul style="list-style-type: none"> - Where I go? - Verbs DOLER, HAVE, BE - Problems and solutions • Observe and Learn: - Hows the day? 	<ul style="list-style-type: none"> the body. • Observe images and write the symptoms it represents. • It gives a solution to health problems. • In pairs, he talks about his tastes and sports interests and shares them in plenary. 	<ul style="list-style-type: none"> • Audio
9	2	2	PA	<ul style="list-style-type: none"> • Practice: - My new life - Too much or just a little? - I am very ill! • In communication: - Request an appointment / at the pharmacy - The weekend / What do you think of the plan? • Extra practice: - The cult of the body - How was your weekend? 	<ul style="list-style-type: none"> • Recalls the forms and uses of the perfect past and contrasts them with the present. • Ask your partner about some activities and how often you do them. • Complete sentences with the appropriate indefinite. • Complete written exercises with learned grammatical structures. • Represent a phone conversation with your partner to request a medical appointment. • Write a text taking into account the proposed information. • In pairs, it expresses agreements and disagreements about the proposal of a plan. 	<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. BUEN FIN DE SEMANA						
Specific result: 1.1.; 1.2.; 1.3.; 1.4						
11	3	2	PA	<ul style="list-style-type: none"> • UNIT 5: WHAT A NIGHT! • Context: - Reunion - Formulas to make invitations • Observe and Learn: - What a great match! - The indefinite preterite I 	<ul style="list-style-type: none"> • Recognizes vocabulary to talk about sports. • In pairs, read a text and identify the times in which the verbs are found. • Proposes an appointment to your partner using learned formulas. • Talk about the rules of the game of some sports. • Listen to a dialogue and complete with the necessary information. • Write the infinitive form of the verbs that appear in a text. 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio
12	3	3	PA	<ul style="list-style-type: none"> - A good weekend! - Prepositions that express time. • Practice: - Paul's roommate - Go weekend - Social networks 	<ul style="list-style-type: none"> • Complete texts with the appropriate verb. • Read a text and identify prepositions that express time. • Talk with your partner about the activities that took place over the weekend. Use temporary markers to tell a story in the past. 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio
13	3	2	PA	<ul style="list-style-type: none"> - Do you agree? - Do you want to come with me? - Spanish spellings In communication: - Silvia in Berlin 	<ul style="list-style-type: none"> • Express disagreement with situations given by the teacher. Discuss the importance or not of participating in cultural activities. 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio
14	3	3	PA	<ul style="list-style-type: none"> - The night in white • Extra practice - Mens sana ... - Work in class - Olympics - Now I pay 	<ul style="list-style-type: none"> • Read a text to identify new vocabulary and write new sentences with what you have learned. • Identify specific information in a story and complete written activities. Complete a text with the necessary vocabulary and correct in pairs. 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio
15	3	2	PA	MIDTERM EXAM		
16	3	4	PA	Departure through the center of the city	Identify places and spaces to spend free time or to make a meeting of friends and explain the reasons why you choose those	• Notebook

					places.	
Basic and Complementary References of Mandatory Reading: [1]						
N° 4: TIEMPO PASADO						
Specific result: 1.1.; 1.2.; 1.3.; 1.4						
17	4	2	PA	<ul style="list-style-type: none"> o UNIT 6: THE DAY I WAS BORN • Context: <ul style="list-style-type: none"> - What happened when he was born ...? - The media - Lexicon related to the media • Observe, learn and remember: <ul style="list-style-type: none"> - History of La Roja - The survey - The interview - Irregular forms of the indefinite preterite 	<ul style="list-style-type: none"> • Discuss some world historical events and the time they occurred. • Recognizes vocabulary to talk about the media. • Respond to a survey and then share the results. • Read a text and orally answer comprehension questions. • Identify verbs in the past and classify them according to their form. • Remember the grammatical structure of the comparisons. • Classify, in a table, comparative structures according to their function. <p>Ask your classmates about their social habits and then establish comparisons.</p>	<ul style="list-style-type: none"> • Student's book • PPTs • Audio
18	4	3	PA	<ul style="list-style-type: none"> • Practice: <ul style="list-style-type: none"> - What years! - A journey through history - The accents of Spanish - The intonation • Communication: <ul style="list-style-type: none"> - Grandpa's stories o UNIT 7: THE GRANDMA'S TIMES WERE • Context: <ul style="list-style-type: none"> - Today we eat at mom's house! - Lexicon related to kitchen utensils 	<ul style="list-style-type: none"> • Conjugates irregular verbs correctly in the past. • Ask your teacher some moments of your life to write your biography. • Complete texts with the appropriate verb. • Place the diacritic tilde in monosyllables according to the sentence context. • Practice the pronunciation of interrogative phrases. • Develops written and listening activities to reinforce the contents learned. • Share with their peers some customs of their culture and compare them. • Listen to an audio and answer comprehension questions. • Recognize kitchen utensils in the images you observe. • Read a text and identify events that occurred in the past and present. 	<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	<ul style="list-style-type: none"> • Film to be projected
19	4	2	PA	<ul style="list-style-type: none"> • Observe and Learn: <ul style="list-style-type: none"> - How much the times have changed! - The imperfect preterite - My favorite things • Practice: <ul style="list-style-type: none"> - What times! - How life changes! - Memories - Grandma's kitchen • Communication: <ul style="list-style-type: none"> - The food in the world - Cooking in Spain and Peru - What happened? o UNIT 8: THE WORLD IS A SCREEN • Context: <ul style="list-style-type: none"> - The world is a handkerchief - Contrast between the preterit perfect and the indefinite 	<ul style="list-style-type: none"> • Derive the uses of the imperfect tense in sentential contexts. • Recognizes temporary markers that accompany the imperfect past. • Listen to a song to complete with the correct verb form. • Look at two similar images and compare them by talking about before and now. • Contrast the use of the two verb tenses in sentence contexts. • Use OD pronouns to refer to people and objects. • Complete a dialogue with the appropriate OI pronoun and then check your answer. • Recognizes vocabulary related to food. • Comment on the importance of body language in personal relationships. • Read a text about Peruvian food and comment it. • Observe some images and make 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio

					comparisons regarding the changes they present.	
20	4	2	PA	<ul style="list-style-type: none"> • Observe and Learn: - Traveling and knowing the world - Advice for life - Courtesy: yes or no? • Practice: - Time goes fast - I like pictures - In family - Tourism 	<ul style="list-style-type: none"> • Listen and read, then answer comprehension questions orally. • Contrast the information expressed by temporal markers with respect to the speaker. • Watch a video and identify the uses of the imperative. • Difference uses the pronouns you and you in given situations. • Contrast the placement of pronouns in the imperatives. • Complete written exercises with the correct form of the imperatives. • Observe images of means of transport and recognize their names. <p>Talk about the means of transport that most uses and justifies.</p>	<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 Inca Museum	Observe and describe in writing the visit made.	• Notebook
	4	4	AA	Week 4	• Complete grammar and vocabulary exercises of the unit learned.	• Workbook
Basic and Complementary References of Mandatory Reading: [1]						
N°5: ¡HASTA PRONTO!						
Specific result: 1.1; 1.2.; 1.3.; 1.4						
23	5	2	PA	<ul style="list-style-type: none"> - Other structures to express the future: Go to + infinitive - Guessing the future - Mitigating and intensifying 	<ul style="list-style-type: none"> • Recognize other ways to talk about the future. • Use new structures in other situations. • Identify in a dialogue ways to mitigate and intensify and reflect on the values they bring. 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio
24	5	2	PA	<ul style="list-style-type: none"> • Practice: - We depend on the weather - Tourism in autumn - Homophones • In communication - Work to live <p>o UNIT 10: UNTIL SOON!</p> <ul style="list-style-type: none"> • Context: - Do not tell me! <p>Lexicalized imperatives</p>	<ul style="list-style-type: none"> • Listen to a recording and answer comprehension questions. • Read a text and answer comprehension questions. • In pairs, imagine the story of some characters and write about their plans in the future. • Observe some images and describe them. • Exercises in listening comprehension. • Identify lexicalized imperatives and classify them according to their function. <p>Use this new resource in a conversation and represent it in the classroom.</p>	<ul style="list-style-type: none"> • Student's book • PPTs • Audio
25	5	3	PA	<ul style="list-style-type: none"> • Observe, learn and remember: - Voluntary - Contrast of the different verb tenses developed. - Review of temporary markers. 	<ul style="list-style-type: none"> • Talk about the activities that a volunteer can do. • Listen to and read texts about volunteering and think about it. • Remember the use and form of verb tenses developed throughout the block. • Recognize time markers in a text and classify them. 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio
26	5	3	PA	<ul style="list-style-type: none"> - With history - Contrast of the different verb tenses developed. - For me it's very strange, and for you? - Formulas to express opinion and exchange points of view. - Expressions to show agreement or disagreement. 	<ul style="list-style-type: none"> • Complete texts with the appropriate verbal form. • Write a character's biography based on the data provided. • Correctly complete sentences with the appropriate temporal expression. • Write a comparative text in the past and presently on a proposed topic. 	<ul style="list-style-type: none"> • Student's book • PPTs • Audio

				<ul style="list-style-type: none"> • In communication: - I have learned - The gestures 	<ul style="list-style-type: none"> • Use the different resources learned to express their opinion on proposed topics. Read a text and answer comprehension questions. 	
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